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ABSTRACT

This report reviews the development of the strategic planning process for Minnesota community colleges, citing progress that has been made in achieving the goals established in "The Strategic Plan of the Minnesota Community College System" and offering revisions and modifications to the plan in light of ensuing developments. First, an executive summary discusses the strategic plan's goals of providing quality educational opportunities; developing cooperative relationships within the system and with other education providers; increasing educational opportunities; managing funds, staff, equipment, and facilities wisely; increasing the representation of women, minorities, handicapped, and Vietnam veterans within the staff; and strengthening efforts to inform the public. After section I outlines the purpose of the report, section II traces the development of strategic planning in the Minnesota community colleges, including information on legislative requirements, emphases of the initial planning report, and operation of the strategic planning process. Section III highlights accomplishments in the area of policy, operations, instruction, facilities, planning, staffing, and student services for each of the six goals of the strategic plan. In section IV, revisions to the plan are presented within the major theme of access to quality instruction and with respect to the following key issues: (1) increased attention to cooperation through intersystem planning; (2) continued expansion of access; (3) improvement of equipment and facilities; and (4) enrollment management. Appendices include relevant legislation, enrollment data, and fiscal and curriculum profiles. (LAL)

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THE INTERIM REPORT ON THE
STRATEGIC PLAN OF THE
MINNESOTA COMMUNITY COLLEGE SYSTEM
1984-86 BIENNIUM

MINNESOTA
COMMUNITY
COLLEGES

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COMMUNITY
COLLEGES

203 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101
(612) 296-3990

Minnesota Community Colleges.
Helping people reach their goals through higher education . . .

The Minnesota Community College System is dedicated to carrying out the State's commitment to lifelong learning. As equal opportunity institutions, community colleges serve people with varying interests, aspirations, and abilities, reaching many who otherwise would not have the option to pursue higher education. The colleges thus contribute to the development of informed citizens so essential to a strong democracy and a vital economy.

Community colleges provide quality programs and services on an affordable, convenient basis. Programs and services are designed to meet the needs of individuals, local communities, and the State as a whole. The colleges demonstrate that access, diversity, and quality are the principles which underlie Minnesota's comprehensive network of post-secondary educational institutions. Helping people realize their potential, further their ambitions, and improve their lives is the purpose of a community college.

THE INTERIM REPORT ON THE
STRATEGIC PLAN OF THE
MINNESOTA COMMUNITY COLLEGE SYSTEM
1984-86 BIENNIUM

A Report Prepared for the
Governor and Legislature
in Compliance With the Provisions
of Minnesota Statute 135.A.06

Submitted by the State Board for Community Colleges

Clarence Harris, President
Lee Antell, Vice President
James Collier
Franklin Iossi
Toyse Kyle

Pierre Mattei
Richard Niemiec
Arleen Nycklemoe
Erin McCabe
Gerald W. Christenson, Chancellor

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THE INTERIM REPORT ON THE STRATEGIC PLAN OF THE MINNESOTA COMMUNITY COLLEGES, 1984-86 BIENNIUM

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EXECUTIVE SUMMARY

Access to Quality Instruction

As they move into their second cycle of long-range strategic planning, the Minnesota Community Colleges intend to emphasize access to quality instruction as their major theme for the 1987-89 biennium. This theme represents the Community Colleges' dedication to fulfilling a mission which stresses providing Minnesotans with lifelong learning opportunities which will enable them to realize their potential, further their ambitions, and improve their lives. Community colleges serve people of varying interests, aspirations, and abilities, many of whom would not otherwise have the opportunity to pursue higher education.

Access to higher education is meaningless if the community colleges fail to provide quality instruction. Quality instruction in the community college setting means maintaining excellence in teaching, imparting knowledge through attention to individual learning styles, and providing support services which are responsive to individual student needs. The community college mission remains unfulfilled unless quality instruction is available on an affordable, convenient basis.

Providing affordable, convenient access to quality instruction presents a major challenge in a society confronting both rapid economic and technological change and growing resource constraints. The community colleges accept this challenge because it is becoming more apparent that Minnesota's future depends upon a broadly-educated workforce which can adapt to a competitive world economy. In this complex new environment, universal access to a high school education is no longer adequate for individual or collective well-being. It is incumbent upon the community colleges to ensure access to quality educational opportunities which prepare the workforce for this new environment.

Initial Planning Report

The initial planning report, THE STRATEGIC PLAN OF THE MINNESOTA COMMUNITY COLLEGE SYSTEM, laid the foundation for an ongoing strategic planning process which would become an integral part of the routine operation of the System. Major elements of the initial planning report were:

1) historical information related to enrollment, fiscal trends, tuition, admissions and retention policies, students, personnel, curriculum, and facilities;

2) the first official Mission Statement of the Minnesota Community Colleges;

3) discussion of external major trends and conditions likely to impact on the Minnesota Community Colleges between 1985 and 1995;

4) the underlying assumptions of the Strategic Plan; and

5) the long-range goals for the System along with specific supporting strategies and actions necessary to achieve those goals.

Progress Toward Goals of Strategic Plan

Goal I: Provide appropriate quality post-secondary educational opportunities to the citizens of Minnesota in response to their changing needs.

The emphasis of this goal is on quality, quality in all aspects of community college operations: instruction, services, facilities, personnel, and external relationships. Striving for quality in all aspects of those operations will produce an environment which is conducive to student learning and achievement.

Since 1984, the Community College System has paid particular attention to improving the quality of staff. For example, additional funding over and above collective bargaining agreements was committed to staff development. A grant of nearly one million dollars from the Bush Foundation provided funds for a three-year, System-wide faculty development project.

In an effort to further improve the quality of the colleges' curriculum, more attention was devoted to program development. Twenty-three new programs were initiated, including career programs shared with Area Vocational Technical Institutes (AVTIs). These new programs were made possible in part through the establishment of a fund for program development. A "high technology" fund was also established in order to equip classrooms and laboratories for the new technologies utilized in instruction and in the workplace.

Further enhancements of quality were made possible by a $31 million dollar appropriation from the Legislature for capital improvements on community college campuses. An additional appropriation was used to implement of the initial phase of an interactive, computer-automated library system in cooperation with the State Universities.

Goal II: Develop cooperative relationships within the System itself as well as with other post-secondary providers, school systems, employers, and community organizations which improve educational opportunities throughout the state.

Cooperation looms large on the community college agenda. Cooperation is a major thrust of the System's Strategic Plan and a major theme of its Mission Statement. In the past biennium, the System devoted most of its efforts in this area to mission differentiation with the State Board for Vocational Technical Education. Efforts are underway to develop an agreement which would serve as the basis for a partnership between community colleges and Area Vocational Technical Institutes (AVTIs) in the offering of the Associate of Applied Science degree for occupational programs. In addition, the Community College System has joined with the other post-secondary systems and the Higher Education Coordinating Board in a joint planning effort that is aimed at differentiating the missions of the various post-secondary systems in Minnesota.

Cooperative efforts with the State University System culminated in a transfer agreement which assures that the community colleges' Associate of Arts degree fulfills the general education distribution requirements for baccalaureate degrees granted by the State Universities.

"Two plus two" programs were developed between three community colleges and baccalaureate institutions to give residents of certain areas of the State wider access to baccalaureate degrees. Indeed, at Rochester a model "2+2" campus is progressing with the construction of a shared facility on the community college campus.

Cooperation also included working with the new Office of Full Productivity and Opportunity. Discussions are underway with that agency to identify the role of the Community Colleges in the State's efforts to coordinate human service, employment training, and educational agencies in providing appropriate training and/or employment opportunities for public assistance recipients.

Goal III: Increase educational opportunities for people with varying interests, aspirations, and abilities, particularly those who would not otherwise be able to pursue higher education.

For many Minnesotans there would be no opportunity to obtain a college education if it were not for the Community Colleges. A high school education is no longer adequate for an individual to succeed in the changing, worldwide economy. As such, providing and ensuring access to further education beyond high school, often at several points in an individual's lifetime, is the challenge facing the Community Colleges in implementing this goal.

Enhanced college capacity for assessing and remediating students' academic skills has been a major part of progress toward this goal. Without this capacity, the colleges could not be expected to offer disadvantaged students a meaningful chance for success in higher education.

Recognizing that for many traditionally underserved individuals, access to the opportunities available through the Community Colleges requires financial aid, the System worked successfully with the HECB and other postsecondary systems to achieve a major expansion of the State's part-time student financial aid program. In addition, a grant from the Alliss Educational Foundation created a scholarship fund for older adults beginning higher education at the Community Colleges.

Furthering access also has meant during the past two years that the Community Colleges have stepped up their involvement in economic development activities statewide. Frequently in cooperation with the AVTIs and local community groups as well as with business and industry, the Community Colleges have increased educational opportunities for both employed and dislocated workers.

Goal IV: Manage wisely funds, staff, equipment, and facilities to merit the continued support of the state's citizens.

As part of their responsibility for the wise stewardship of the public funds made available for their operation, the Community Colleges have continued to stress sound management practices in all aspects of their operations. Since 1984 progress toward this goal has included the implementation of the strategic planning process with its reliance on biennial performance audits of each college. Holding tuition increases to the rate of inflation at the same time that the System has had to adjust to the State's new Average Cost Funding formula for post-secondary education--as well as budget recissions--is further testimony to the progress made toward the wise management of resources.

In light of the System's dependence upon the enrollment-driven Average Cost Funding formula for its resources, an enrollment management project has been initiated. The project is aimed at coordinating both System and college activities related to recruiting, enrolling, and retaining students in more efficient and effective ways in order to minimize future enrollment fluctuations.

Goal V: Increase the representation of women, minorities, handicapped and Vietnam era veterans within the ranks of the System's staff, especially among administrators and faculty.

In light of their commitment to expanding access and opportunity, the Minnesota Community Colleges believe it is incumbent upon them to advance the goals of affirmative action in their personnel practices and hiring. Consequently, Goal V was included in the Strategic Plan to highlight the significance of this responsibility. Progress toward this goal has included increasing the representation of individuals in these specified groups among the ranks of the System's staff, providing opportunities for career advancement for such individuals, and providing working conditions conducive to retaining such individuals in employment.

Goal VI: Strengthen efforts to inform the public about the mission of Minnesota's community colleges and the opportunities they provide throughout the state.

Strategic planning revealed the need to devote more attention to public information in light of the changing conditions facing the State's post-secondary institutions and the need to communicate the wider role community colleges must play in serving the public. Accordingly, several activities aimed at increasing Minnesotans' awareness of their community colleges were initiated.

REVISED Strategic Plan, 1987-89

The Plan has been modified in light of ensuing developments, but its goals remain the same as those stated above. After only two years of experience, it would be imprudent to substantially revise the 10-year Strategic Plan. More time is needed to determine if the goals and strategies, the basic underpinnings of the Plan, need to be changed.

Key issues addressed in the REVISED Plan are:

1. Increased attention to cooperation through inter-system planning

(a) Partnerships with AVTIs: The leadership of both the Community College and AVTI systems are working to develop an agreement for a partnership between the two systems in the joint delivery of occupational programs which offer the Associate of Applied Science degree. Such an agreement could be the first of a series which in totality could address such functions as student services, continuing education/extension, staff development, administrative services, and joint efforts in promoting economic development. Such partnerships could offer Minnesotans more comprehensive educational opportunities throughout the state.

(b) Mission differentiation through inter-system planning: In 1985 the Legislature directed the post-secondary systems to develop strategies for clarifying and/or differentiating their respective missions. This differentiation request reflected the concern that the pressure to pursue greater comprehensiveness on the part of individual institutions and/or systems might lead to an unwise expenditure of resources. Leadership for mission differentiation has come through the Higher Education Advisory Council (HEAC) to the Higher Education Coordinating Board (HECB), comprised of the chief executive officers of the public systems (including the Chancellor of the Community Colleges) and the associations of the private colleges and the private proprietary institutions. The HEAC has identified a series of issues around which resolution is needed in order for the missions to be differentiated. Recommendations as to the resolution of those issues were presented in a report presented to the HECB in October of 1986.

The Community Colleges expect that mission differentiation will produce a more efficient utilization of the State's existing capacity for undergraduate education. The Community Colleges also expect to remain the principal provider of associate degrees in Minnesota. Additional transfer agreements, like the one now in place with the State Universities, would guarantee that the Associate of Arts and Associate of Sciences degrees satisfy the general education requirements for the baccalaureate degree. Through such arrangements, particularly as the University of Minnesota reduces its lower division enrollments, the state can develop an efficient, well-articulated structure in which the Community Colleges provide a greater share of lower division general education. Such well-defined articulation would enhance access to upper division opportunities at private colleges and State Universities as well as the University of Minnesota. This kind of articulation would increase the overall access to and quality of education in Minnesota.

2. Continued expansion of access

(a) Economic Development: Institutions which offer ready access to general education in the liberal arts and sciences along with the technical knowledge needed for the careers of the information age are one of Minnesota's best hopes for retaining the competent workforce it needs to compete in an international economy. Consequently, the Community Colleges are prepared to assume greater leadership in promoting the economic development of the State. Part of this strategy involves partnerships with the AVTIs which will expand the role both sets of institutions play in meeting the training needs of business and industry. Specific attention, too, will be devoted to participating in state efforts to improve employment opportunities for public assistance recipients through more effective coordination of human services, employment training, and educational agencies.

The Community Colleges believe that one of the most important contributions they could make to an improved, better-coordinated scheme for State economic development would be the initiation of a project which makes career counseling and assessment widely available throughout Minnesota. A comprehensive package of counseling and assessment services which is well-publicized, conveniently-located, and builds upon the contributions of existing services would provide Minnesotans with the resources and services necessary to adapt to a rapidly changing labor market.

(b) Affordability: An important aspect of access to the Community

Colleges is their continued affordability, a feature of the colleges stressed in their Mission Statement. Tuition in Minnesota's community colleges is the third highest in the nation. Even though the State maintains one of the nation's most generous financial aid programs, the perception may be growing among the public that the cost of higher education is increasingly out of reach. The intimidating complexities of financial aid regulations and applications coupled with significant cutbacks in federal funds for student financial aid have lent credence to the fears that access is contracting instead of expanding.

Expansion of the State's part-time student financial aid program and the establishment of the Alliss Educational Foundation grants for older adults have helped to ensure access to the community colleges. However, with tuition for a single community college course now approaching $100, the continued affordability of the Community Colleges will be a pressing issue for the System during the next biennium.

3. Improvement of equipment and facilities: There is mounting evidence that the Community Colleges have been significantly undercapitalized for several years. Indeed, most of this decade has been marked by budget recissions which have provided few funds to keep equipment and facilities up-to-date. Constant dollar appropriations per full-year equivalent student in FY 86 were the same as in FY 78. The Revised Strategic Plan for the Community Colleges has added strategies for securing funds to initiate improvements which will upgrade equipment and campus facilities. Those improvements would help to assure students of access to quality educational opportunities.

Strategies which focus upon capital improvements also respond to the concerns expressed in the 1985 post-secondary planning legislation.

Post-secondary systems must now address the relationship between enrollment fluctuations and capital expenditures as well as tie their capital funding requests to their long-range plans. The Community Colleges are developing a new capital planning process for just that purpose. The new process will focus on identifying emerging trends and conditions likely to impact on future use of equipment and facilities.

4. Enrollment management: Enrollment management is a comprehensive approach designed to coordinate and focus all aspects of an institution's operations toward the goal of meeting students' needs. Beginning with the 1985-86 academic year, the Minnesota Community Colleges launched a systemwide enrollment management project. The project initiates what the System expects to be a continuing agenda to address enrollment management issues as a part of its strategic planning.

Enrollment management proceeds from the fact that sound administration requires the System to acknowledge the competitive nature of today's educational marketplace and use that competition as further motivation for strengthening quality. Given the enrollment-driven nature of Average Cost Funding, it is imperative that the Community Colleges improve in their enrollment management activities, practices, and planning.

While the Strategic Plan remains largely unchanged, it is important to recognize, too, THE INTERIM REPORT ON THE STRATEGIC PLAN OF THE MINNESOTA COMMUNITY COLLEGE SYSTEM represents a snapshot in time of strategic planning in the Minnesota Community Colleges. Strategic planning is an ongoing process which uses its identified goals as guideposts to the future direction of the organization but adapts the strategies and actions for achieving those goals to changing internal and external circumstances. As such, a strategic plan is always evolving and subject to modification. To paraphrase the late President Dwight D. Eisenhower, planning is everything, the plan is only the evidence that planning is indeed occurring. The emphasis of the REPORT is to convey that strategic planning is indeed occurring, to indicate the elements of which it deals, and to assure that it is responsive to changing circumstances.

I. PURPOSE OF REPORT

This INTERIM REPORT ON THE STRATEGIC PLAN OF THE MINNESOTA COMMUNITY COLLEGES, 1984-86 BIENNIUM, is intended to meet both internal and external priorities. While State statutes stipulate this biennial report as one of the requirements for long-range planning on the part of all of Minnesota's public post-secondary systems, long-range, strategic planning has become an integral part of the operation of the Minnesota Community Colleges since those statutes were enacted in 1983. Initial strategic planning efforts culminated in a 10-year strategic plan, which in turn became the basis for parallel plans at each of the 18 community colleges along with biennial college performance audits and administrator evaluations. The REPORT represents the first effort to review the development of the strategic planning process which has evolved. It represents a necessary internal as well as prescribed external need to assess what has been accomplished, what has yet to be done, and what changes are needed in the Strategic Plan to achieve the goals it has set for the System.

In assessing the progress to date in strategic planning, the focus has been on revising rather than changing the strategic plan. The Plan has been modified in light of developments which have ensued in the two years since its original inception, but it remains largely unchanged from the version submitted to the Higher Education Coordinating Board, Governor, and Legislature two years ago. It is simply too early to overhaul a 10-year plan after only two years of experience. More time is needed to determine if the goals and strategies, the basic underpinnings of the Plan, need to be changed. Attention at this point was devoted to modifying a few of the current strategies and their supporting actions as well as adding a few additional strategies with new supporting actions where appropriate. The original six goals of the Strategic Plan remain unchanged.

While the Strategic Plan remains largely unchanged, it is important to recognize, too, that this report represents a snapshot in time of strategic planning in the Minnesota Community Colleges. Strategic planning is an ongoing process which uses its identified goals as guideposts to the future direction of the organization but adapts the strategies and actions for achieving those goals to changing internal and external circumstances. As such, a strategic plan is always evolving and subject to modification. It is possible that between the time this report is written and released changing circumstances could warrant a major change in the Plan. Such a development would not invalidate the REPORT or the Plan or even the planning process itself. Adjustments and adaptations would ensue through the planning process, using the principles stated in those documents as guides for the decisions which may need to be made. To paraphrase the late President Dwight D. Eisenhower, planning is everything, the plan is only the evidence that planning is indeed occurring. The emphasis of the REPORT is to convey that strategic planning is indeed occurring, to indicate the elements with which it deals, and to assure that it is responsive to changing circumstances.

FIGURE II: LOCATION OF MINNESOTA'S COMMUNITY COLLEGES

Arrowhead Community College Region

1. Hibbing Community College
   Hibbing
2. Itasca Community College
   Grand Rapids
3. Mesabi Community College
   Virginia
4. Rainy River Community College
   International Falls
5. Vermilion Community College
   Ely

Clearwater Community College Region

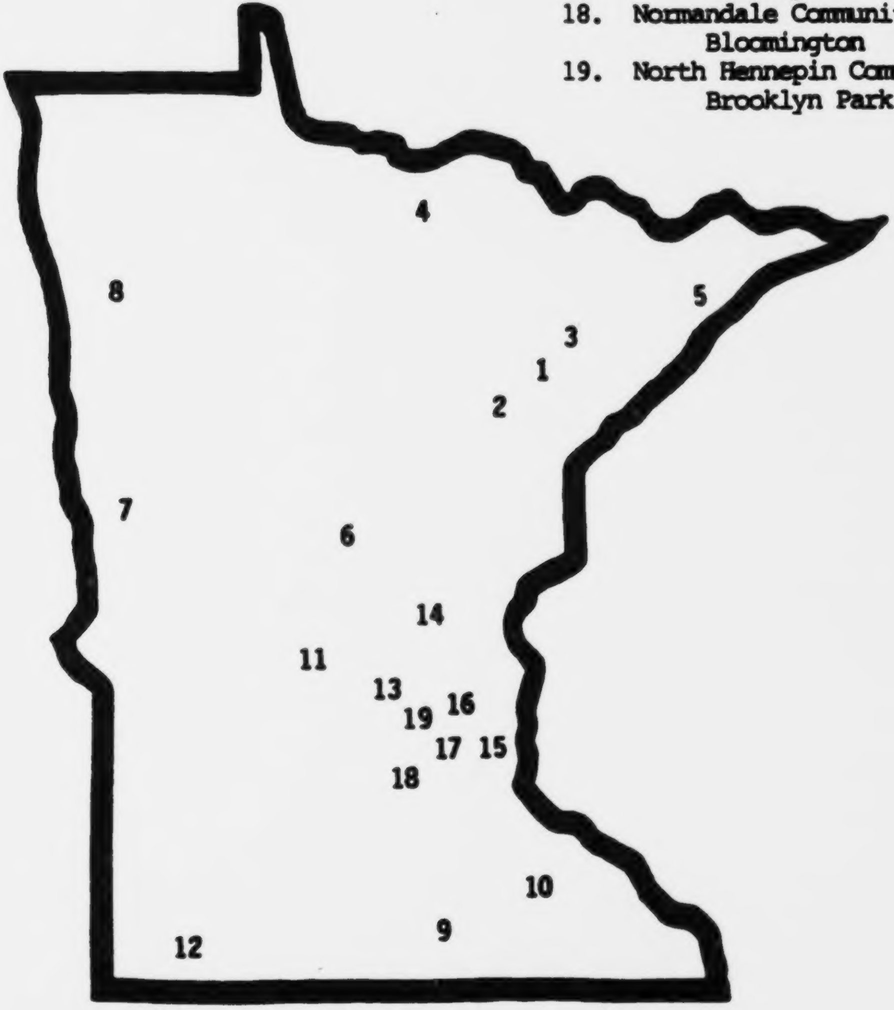
6. Brainerd Community College
   Brainerd
7. Fergus Falls Community College
   Fergus Falls
8. Northland Community College
   Thief River Falls

Southern and Western Minnesota

9. Austin Community College
   Austin
10. Rochester Community College
    Rochester
11. Willmar Community College
    Willmar
12. Worthington Community College
    Worthington

Twin Cities Metropolitan Area

13. Anoka-Ramsey Community College
    Coon Rapids
14. Cambridge Center
    Cambridge
15. Inver Hills Community College
    Inver Grove Heights
16. Lakewood Community College
    White Bear Lake
17. Minneapolis Community College
    Minneapolis
18. Normandale Community College
    Bloomington
19. North Hennepin Community College
    Brooklyn Park



II. DEVELOPMENT OF STRATEGIC PLANNING IN THE MINNESOTA COMMUNITY COLLEGES

A. Legislative requirements

Minnesota Statute 135.A.06 (see Appendix A) requires that the planning efforts of the public post-secondary education systems be summarized and reported to the Legislature every two years. The governing boards of each system are thus directed by the statutes to submit a report to first the Higher Education Coordinating Board (on September 1 of each even-numbered year) and then to the Governor and the Legislature (on December 1 of the same even-numbered year). That report must specify the System's mission and plans for programs, staff and facilities for two, five, and 10 years as well as identify the factors taken into account in developing the mission and plans. Subsequent amendment of that same statute in 1985 required that this report address "plans for and progress toward achieving" differentiation of the system's mission from that of the missions of the other post-secondary systems. The same amendment also required the systems to address specifically "the relationship between fixed costs and projected enrollment changes" as one of the factors to be taken into account in their planning and to tie capital budget requests to long-range system plans.

Experience from the first round of strategic planning during 1983 and 1984 has indicated that rather than trying to respond point-by-point to the details of MS135.A.06, the Minnesota Community Colleges should focus instead on the overall scope and intent of the legislation in their planning documents. Consequently, this INTERIM REPORT deals with the themes of the legislation within the context of a working document for the System. As noted earlier, the REPORT meets internal as well as external priorities, so a blend of perspectives is adopted to communicate how the system is conducting its planning.

B. Emphases of initial planning report

The initial planning report, THE STRATEGIC PLAN OF THE MINNESOTA COMMUNITY COLLEGE SYSTEM, served to lay a foundation for an ongoing strategic planning process which would be integrated into the routine operation of the System. Major elements of the initial planning report were:

1) historical information related to enrollment, fiscal trends, tuition, admissions and retention policies, students, personnel, curriculum, and facilities;

2) the first official Mission Statement of the Minnesota Community Colleges;

3) discussion of external major trends and conditions likely to impact on the Minnesota Community Colleges between 1985 and 1995;

4) the underlying assumptions of the Strategic Plan; and

5) the long-range goals for the System along with specific supporting strategies and actions necessary to achieve those goals.

Historical information was needed to establish a factual basis for strategic planning to assess the performance of the colleges and the System in key functional areas. With that capacity for self-assessment, the strategic planning process could improve System and college decisionmaking. Biennial performance audits were thus instituted to provide feedback mechanisms for strategic planning. They have served to identify both routine operational problems and major policy issues which the System and its colleges must address in their respective strategic plans.

The Mission Statement (see Appendix B) represented for the first time an official expression of the purpose and role of community colleges in Minnesota. The Statement expresses a commitment to providing Minnesotans with affordable, convenient access to an appropriate diversity of quality learning opportunities. That commitment includes general education, transfer education, career education, continuing education, developmental education, cooperative programs and services, articulation with secondary schools, student support services, student activities, community services, and affirmative action to ensure open access to the Sysytem for all individuals.

Major external trends and conditions identified as likely to impact on the Minnesota Community Colleges during the 10-year planning period were:

- stable population growth in Minnesota;
- major shifts in the distribution of age groups in the state's population, particularly a decline among the college-age youth and young adults with growth among the middle-aged and elderly;
- increased student dependence on financial aid;
- growing numbers of educationally-disadvantaged students;
- heightened competition from employers for college-age youth and young adults due to a shortage of young, entry-level workers in the labor force;
- greater tendency for students of all ages to attend school on a part-time rather than full-time basis;
- more competition from other educational providers as new delivery mechanisms are developed;
- continuing shifts toward technology-intensive service industries which necessitate a curriculum stressing the process skills of comprehension and problem-solving;
- serious imbalance between a vibrant "high tech" economy in the

Twin Cities and a stagnant economy in the rest of the state;

- emerging indications of a bi-modal society comprised of a small, well-paid, highly-educated, technologically-oriented elite and a large, poorly-paid, undereducated "service" class.

The trends and conditions listed above remain valid for strategic planning purposes for the next biennium.

From an analysis of these trends and conditions, seventeen assumptions were made about the challenges and opportunities facing the Minnesota Community Colleges over the 10-year planning period:

1. The mission of the Community College System, as embodied in the current Mission Statement, will remain relatively unchanged. Open-door admissions and responsiveness to local needs will be distinguishing characteristics of the System and its colleges.
2. Enrollment in the Community College System will at best remain at the current level (23,000 - 24,000 FYE) over the next 10 years; at worst will decline no more than 10% from the current level.
3. Community college students will be more consumer-oriented with respect to demanding quality instruction and services, and their choices of post-secondary educational opportunities will increasingly reflect that orientation.
4. Increased competition for students will result in more aggressive marketing by all types of post-secondary institutions.
5. Community outreach on the part of the System's colleges will increase, and the resulting impact will produce an even more diverse student body than at present.
6. Minnesota community colleges will respond to the opportunities presented by social, economic, and technological change to offer new programs and services, including new technologies for delivering instruction.

7. The Community College System will continue its commitment to providing quality instruction and services on a cost-effective basis.
8. Minnesota's economy will experience moderate growth over the next 10 years.
9. Minnesota's fiscal and political commitment to post-secondary education will continue to be strong when compared to other states.
10. There will be no dramatic change in the average cost funding policy for post-secondary education in Minnesota.
11. Only a limited number of new facilities will be constructed for the Community College System.
12. Additional staffing for new programs will be dependent upon increased enrollments and subject to greater productivity on the part of existing staff.
13. A mature faculty and staff will be an increasingly distinguishing characteristic of the Community College System.
14. Collective bargaining will continue for faculty and classified staff.
15. Student and personnel matters will be increasingly influenced by equal opportunity and affirmative action.
16. The current governance structure of the Community College System will remain relatively unchanged.
17. Heavy emphasis will be placed upon inter- and intra-system planning and cooperation in post-secondary education.

The assumptions listed above remain valid for strategic planning purposes for the next biennium.

Six long-range goals were established for the Minnesota Community Colleges in the Strategic Plan in order to carry out the basic policy directions of the Mission Statement:

Goal I: Provide appropriate quality post-secondary educational opportunities to the citizens of Minnesota in response to their changing needs.

Goal II: Develop cooperative relationships within the System itself as well as with other post-secondary providers, school systems, employers, and community organizations which improve educational opportunities throughout the state.

Goal III: Increase educational opportunities for people with varying interests, aspirations, and abilities, particularly those who would not otherwise be able to pursue higher education.

Goal IV: Manage wisely funds, staff, equipment, and facilities to merit the continued support of the state's citizens.

Goal V: Increase the representation of women, minorities, handicapped, and Vietnam era veterans within the ranks of the System's staff, especially among administrators and faculty.

Goal VI: Strengthen efforts to inform the public about the mission of Minnesota's community colleges and the opportunities they provide throughout the state.

Supporting strategies were specified in the Plan for implementing these goals:

---review and evaluate programs, services, activities, and instruction through audits which identify cost effectiveness and areas for resource reallocation

---develop new courses and programs

---increase staff productivity

---utilize new technologies

---identify areas of cooperation

---improve articulation with other postsecondary providers

---improve articulation with secondary schools

---promote open access for the educationally disadvantaged

---exercise leadership in economic development

---initiate a long-range, strategic planning process

---make a concerted effort to recruit, retain, and promote women, minorities, handicapped, and Vietnam era veterans

---coordinate public relations activities at the System level which will increase the visibility of community colleges and augment individual college student recruitment efforts

---ensure fiscal stability

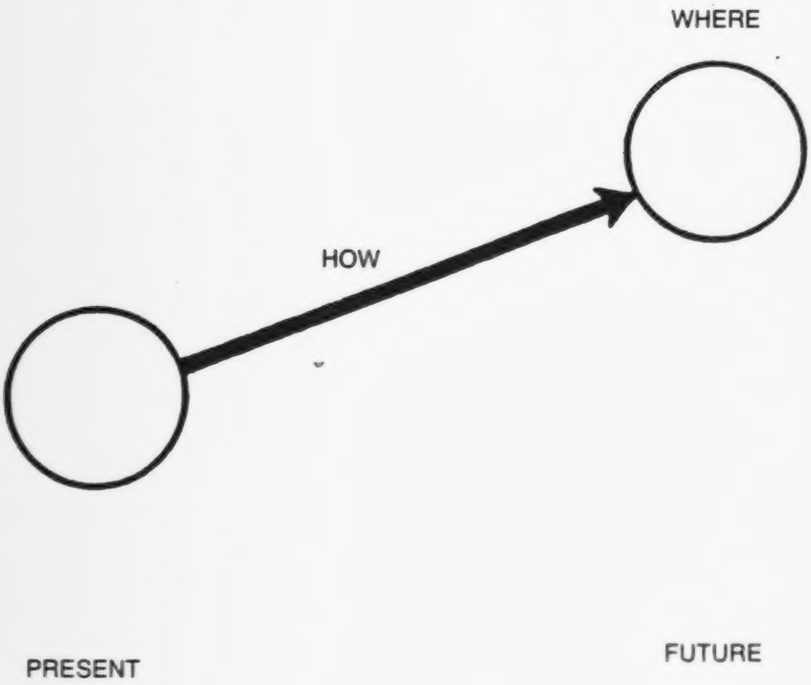
C. Operation of the strategic planning process

Strategic planning aims to position an organization to move from the present to the future, emphasizing how the organization can move deliberately in the direction it wants to go. To find that direction, an organization must assess how its mission and values intersect with its strengths and weaknesses and the opportunities and threats presented by the external environment. From such an assessment a series of goals emerge as to what the organization seeks to accomplish in the future, strategies are devised as to how the organization will accomplish those goals, and a plan is developed as to what actions need to be undertaken to implement that strategy.

For the Minnesota Community Colleges, strategic planning has proceeded along the lines of this definition. The preceding section of this chapter (II.B) summarizes the conclusions made with regard to external trends and conditions, planning assumptions, and goals. That planning has occured at both the system and college level. The Chancellor functions as the chief planning officer for the System with

MINNESOTA COMMUNITY COLLEGE SYSTEM

FIGURE II.C.1: AIM OF STRATEGIC PLANNING


WHERE
HOW
PRESENT
FUTURE

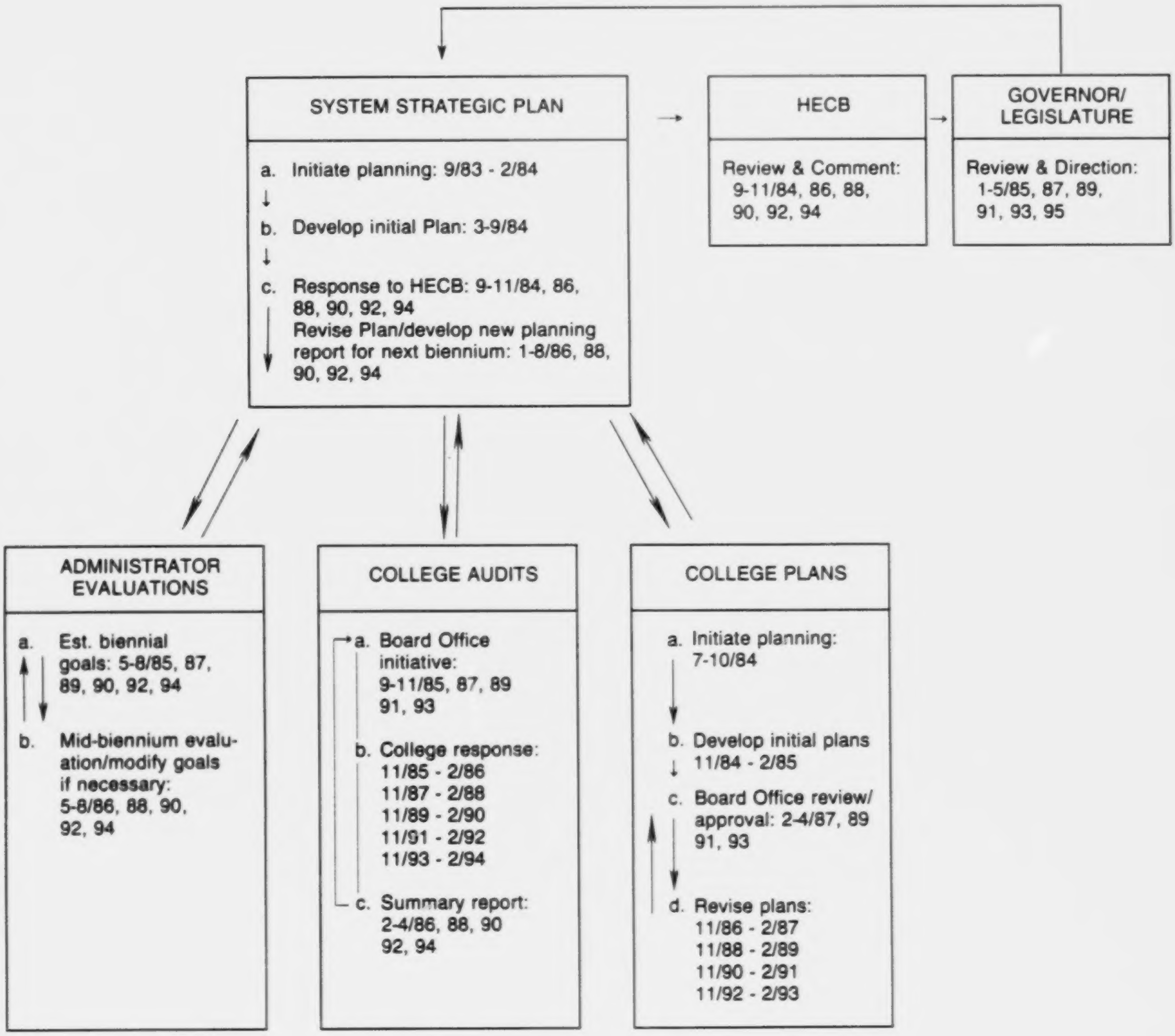
the assistance of a planning team, which is comprised of the college presidents, the Vice Chancellors, and certain other senior-level Board Office staff. The State Board for Community Colleges is involved periodically as well in the planning. A 10-year, system-level strategic plan is prepared and revised biennially in accordance with statutory requirements and internal procedures.

At the college level the President functions as the chief planning officer for the institution with the assistance of a team representative of the different campus constituentcies. The college's citizen advisory committee is involved as well at key points in the process. A 10-year college plan is prepared and revised biennially and then submitted to the Chancellor for review.

An important feature of strategic planning is the reliance on feedback mechanisms to keep the planning in touch with its internal and external environments, thereby allowing for periodic modifications of goals and/or strategies as conditions change. Mindful of this need for these feedback mechanisms, the strategic planning process of the Minnesota Community Colleges has built into it three principal sources of feedback. The first, as described above, is the college plans. The second is biennial performance audits of the colleges, and the third is the biennial evaluation of System and college administrators.

Figure III.C.2 depicts the entire strategic planning process for the Minnesota Community Colleges, including these three feedback mechanisms. The vitality of the process and the validity of the Strategic Plan depend upon the effective functioning of the feedback mechanisms. It is through the college plans that the overall priorities of the System are translated into reality and adapted to local circumstances. The college audits identify how the institution compares according to various criteria (see Appendix C) with other

FIGURE II.C.2: CYCLE FOR STRATEGIC PLANNING, ADMINISTRATIVE EVALUATIONS, AND COLLEGE AUDITS


SYSTEM STRATEGIC PLAN
a. Initiate planning: 9/83 - 2/84
b. Develop initial Plan: 3-9/84
c. Response to HECB: 9-11/84, 86, 88, 90, 92, 94
Revise Plan/develop new planning report for next biennium: 1-8/86, 88, 90, 92, 94
HECB
Review & Comment: 9-11/84, 86, 88, 90, 92, 94
GOVERNOR/ LEGISLATURE
Review & Direction: 1-5/85, 87, 89, 91, 93, 95
ADMINISTRATOR EVALUATIONS
a. Est. biennial goals: 5-8/85, 87, 89, 90, 92, 94
b. Mid-biennium evaluation/modify goals if necessary: 5-8/86, 88, 90, 92, 94
COLLEGE AUDITS
a. Board Office initiative: 9-11/85, 87, 89 91, 93
b. College response: 11/85 - 2/86 11/87 - 2/88 11/89 - 2/90 11/91 - 2/92 11/93 - 2/94
c. Summary report: 2-4/86, 88, 90 92, 94
COLLEGE PLANS
a. Initiate planning: 7-10/84
b. Develop initial plans 11/84 - 2/85
c. Board Office review/ approval: 2-4/87, 89 91, 93
d. Revise plans: 11/86 - 2/87 11/88 - 2/89 11/90 - 2/91 11/92 - 2/93

colleges in the System as well as the System overall. Those comparisons help to identify successes, problems, and issues which need to be addressed through the college and/or System plans. Administrators are expected to establish their individual performance goals on the basis of the college plan (or the System plan for Board Office administrators) and the findings of the college audit (or performance reviews for Board Office administrators). Administrators are then evaluated on the extent of their accomplishments in terms of the goals they have set. Consequently, the evaluations serve to communicate at the actual operational level just how well strategic planning is working.

The Community Colleges have just completed the first full cycle for strategic planning, administrative evaluations, and college audits as depicted in figure III.C.2. Revisions in the Strategic Plan presented in chapter IV of this document reflect what has been learned through this cycle. So far the cycle has operated quite well, serving to convey the sense of purpose, direction, and interrelationship needed by the System as it faces the challenges and opportunities identified in its planning assumptions. It is evident that some improvements need to be made, particularly with regard to tying the audits more closely to the college and System plans. Administrators need assistance in goal development, and evaluation procedures need improvement in light of the importance of evaluation in the the strategic planning process. Those improvements are addressed in the revised Strategic Plan, and it is expected with those improvements that strategic planning will continue to function as the basis for decisionmaking in the Minnesota Community Colleges.

III: ACCOMPLISHMENTS UNDER STRATEGIC PLAN

PROGRESS TOWARD GOALS, 1984-86

Significant progress has been made toward the achievement of each of the six goals of the Strategic Plan of the Minnesota Community Colleges during the past two years. Each goal represents a commitment to an ideal. The strategies which support its implementation are a description of how the System intends to operationalize that commitment. Strategies are in turn supported by actions which specify the tasks each strategy entails. To convey a sense of the accomplishments made under the Strategic Plan, this chapter attempts to highlight briefly the extent of achievement of each goal in terms of the strategies used and individual accomplishments associated with each goal. In many instances there are overlaps between strategies and accomplishments under each goal because in some cases the same strategy was used to support more than one goal. Consequently, some accomplishments promoted the achievement of more than one goal. Chapter IV, which presents the revised Strategic Plan, discusses the extent to which further effort must be expended in the coming biennium to promote achievement of the Plan's goals.

Goal I: Provide appropriate quality post-secondary educational opportunities to the citizens of Minnesota in response to their changing needs.

strategies:

o Review and evaluate programs, services, activities, and instruction to assure quality and cost effectiveness.

Goal I (cont): Provide...quality...educational opportunities...

strategies (cont:)

- Develop new courses and programs in response to changes in labor market needs.
- Increase staff productivity through activities and opportunities which permit System personnel to update/upgrade skills in their respective fields or retrain for deployment in new fields.
- Utilize new technologies (computers, telecommunications) to provide alternative means of delivering instruction and services.
- Initiate a long-range, strategic planning process which provides direction for the future development of the Minneosta Community Colleges.

accomplishments

in policy:

---adopted Mission Statement stressing quality, diversity, and access in provision of appropriate learning opportunities

---new instructional policies for remedial courses, college-level skills, suspension/probation, and degree standards

in operations:

---developed biennial performance audits of colleges to monitor quality as a part of strategic planning process

---initiated upgrade of management information system: computerized online registration systemwide; computer-assisted financial aid needs assessments and awarding

in instruction:

---discontinued/deferred operation of 14 career programs

---Director of Program Design hired to assist colleges in the design and implementation of new courses and programs

Goal I (cont): Provide...quality...educational opportunities...

accomplishments (cont.)

in instruction (cont.):

---program development fund established to capitalize new programs, courses, and delivery efforts: 35 such efforts funded from this fund

---23 new programs developed (five in cooperation with AVTIs)

---designated engineering centers at seven colleges

---upgraded academic skills assessment and remediation services at colleges

---established "high technology" fund to update equipment for engineering programs, increase campus computing resources, and installation of satellite receivers at colleges

---initiated first phase of planning for internationalizing education on all campuses

---initiated cooperative library automation system with State Universities

in facilities:

---$31 million appropriated for capital improvements during 1984-6: new construction at Minneapolis, North Hennepin, Cambridge Center, Anoka-Ramsey, Hibbing, Rainy River, Vermilion, and Rochester (to be shared with Winona State University

in planning:

---contributed assistance toward maintenance of State's labor market information system and participated in planning for improvement of that system

Goal I (cont): Provide...quality...educational opportunities...

accomplishments (cont.)

in staffing:

---implemented initial phases of staff resource development plans for all employees

---committed additional funding over and above contract guarantees for staff development

---secured and began implementation of major faculty development grant (nearly $1 million over 3 years) from the Bush Foundation (emphases include writing across the curriculum, augmentation of selected sabbaticals, and computing in instruction)

---integrated administrator evaluations into strategic planning process

---increased number of staff development opportunities devoted to utilization of computers

in student services:

---initiated computer-assisted career and educational counseling

Goal II: Develop cooperative relationships within the System itself as well as with other post-secondary providers, school systems, employers, and community organizations which improve educational opportunities throughout the State.

strategies:

- Develop new courses and programs in response to changes in labor market needs.
- Increase staff productivity through activities and opportunities which permit System personnel to update/upgrade skills in their respective fields or retrain for deployment in new fields.
- Utilize new technologies (computers, telecommunications) to provide alternative means of delivering instruction and services.

Goal II (cont): Develop cooperative relationships...

strategies (cont.):

- o Identify areas of cooperation for the provision of educational opportunities for each region of the State through joint planning within the System as well as with other post-secondary providers.
- o Improve articulation with other post-secondary providers to ensure the successful performance of community college students transferring to those providers.
- o Improve articulation with secondary schools which strengthen student preparation for college-level studies as well as promote greater cooperation between the schools and community colleges.
- o Initiate a long-range, strategic planning process which provides direction for the future development of the Minneosta Community Colleges.

accomplishments

in policy:

---efforts underway to develop mission differentiation agreement with the State Board for Vocational Technical Education for joint offering of Associate of Applied Science degrees between AVTIs and community colleges

---transfer agreement with the State University System which allows Associate of Arts degree to fulfill lower division general education requirements of baccalaureate degree

---transfer agreement between the University of Minnesota and Minneapolis Community College for U of M students seeking to complete associate degrees

---articulation agreement with the State Board of Vocational Technical Education for AVTI students seeking associate degrees at community colleges

Goal II (cont): Develop cooperative relationships...

accomplishments (cont.)

in policy (cont.):

---participation on intersystem task force concerned with alleviating problems experienced by students transferring from one system to another

---initiated discussions of transfer agreements with private colleges and private post-secondary schools

---cooperation stressed in Mission Statement

in operations:

---initiated cooperative library automation system with State Universities

in instruction:

---developed five cooperative career programs with AVTIs (in addition to 32 already in operation)

---developed eight cooperative educational opportunities with private industry or public agency partnerships

---interactive television linkages between Inver Hills Community College and Dakota County AVTI; also between community colleges and AVTIs in Austin and Rochester

---development of "2+2" campus model at Rochester between Rochester Community College and Winona State University

---"2+2" program at Brainerd between Brainerd Community College and College of St. Scholastica

---"2+2" program in western suburbs of Twin Cities between Normandale Community College and the College of St. Thomas

---"2+2" program at Willmar between Willmar Community College and Southwest State University (a similar program between Worthington and Southwest State established earlier)

Goal II (cont): Develop cooperative relationships:

accomplishments (cont.):

in instruction (cont):

---initiated cooperation among Twin Cities colleges in areas of international education, telecommunications, continuing education, and shared programs/curriculum articulation

---established Itasca Nursing Education Consortium (INEC) to provide career ladder in nurses training in northern Minnesota between local AVTIs, the Arrowhead Community Colleges, and Bemidji State University

---successful participation in Post-Secondary Enrollment Options Act (1,800 high school students enrolled in community colleges during 1985-86 school year)

---cooperative efforts to assist school districts with broadening curriculum: Anoka-Ramsey, Fergus Falls, and Northland Community Colleges

in facilities:

---development of "2+2" campus model at Rochester between Rochester Community College and Winona State University

in planning:

---co-sponsored economic development study of new business firms in Minnesota

---development of a proposal for St. Paul Center for Higher Education between Inver Hills and Lakewood Community College, Metropolitan State University, and St. Paul TVI

Goal II (cont.): Develop cooperative relationships:

accomplishments (cont.)

in planning (cont.):

---cooperation focus of System strategic planning during 1985-87 biennium: efforts to differentiate missions with the State Board for Vocational Technical Education, long-range cooperative plans for "paired" community colleges and AVTIs, response to the University of Minnesota's Commitment to Focus, inter-system planning through the Higher Education Advisory Council

---developed Full Productivity & Opportunity Plan to assist with State's efforts to coordinate human services, employment training, and educational agencies in order to provide jobs for public assistance recipients

in staffing:

---exchange between four community college executives (three presidents, one vice chancellor) and University of Minnesota professor

---sharing of personnel with AVTIs at certain locations

Goal III: Increase educational opportunities for people with varying interests, aspirations, and abilities, particularly those who would not otherwise be able to pursue higher education.

strategies:

- Utilize new technologies (computers, telecommunications) to provide alternative means of delivering instruction and services.
- Promote open access to community colleges for the educationally disadvantaged.
- Exercise leadership in local, regional, and state economic development efforts.

Goal III (cont): Increase educational opportunities...

strategies (cont.):

- Initiate a long-range, strategic planning process which provides direction for the future development of the Minnesota Community Colleges.

accomplishments

in instruction:

---installation of telecommunications linkages at colleges which improved capacity to provide greater access to educational opportunities

---upgraded academic skills assessment and remediation services at colleges

in facilities:

---construction of permanent facilities for community college center at Cambridge

in planning:

---developed a cooperative plan for addressing higher education needs in St. Paul (St. Paul Center for Higher Education)

---developed Full Productivity & Opportunity Plan to assist with State's efforts to coordinate human services, employment training, and educational agencies in order to provide jobs for public assistance recipients

---stressed expansion of educational opportunities for educationally disadvantaged as major priority in strategic planning

in student services:

---implementation of computer-assisted career and educational counseling improved access to counseling

Goal III (cont.): Increase educational opportunities ...

accomplishments (cont.)

in student services (cont.):

---worked successfully for significant expansion of state part-time student financial aid

---held tuition within rate of inflation for FY86 and FY87

---provided subsidy to off-set student child care expenses

---expanded access to child care services at colleges

---expanded services to assist handicapped students at colleges

---developed model for working with local communities to provide facilities for student housing

in outreach:

---established Alliss Foundation grants for older adult students

---expanded outreach services to older women at Austin and Willmar Community Colleges

---expanded Indian Services program to all Arrowhead colleges, the Clearwater colleges, Minneapolis, and Anoka-Ramsey

---initiated community college extension programs in Duluth

---increased involvement by colleges in local and regional economic development efforts: participation in enterprise development grants by Arrowhead and Clearwater colleges; participation in Minnesota Job Skills Partnership grants by Rochester, North Hennepin, and Minneapolis Community Colleges

---counseling and retraining for dislocated workers: Arrowhead, Inver Hills, Lakewood, Rainy River; statewide for Northwestern Bell employees (12 colleges in cooperation with 15 AVTIs)

Goal III (cont.): Increase educational opportunities...

accomplishments (cont.)

in outreach (cont.):

---in-house classes/programs for business and industry: Otter Tail Power, Park Region Electric, Jim Lupient auto dealerships, CENEX, Sperry, Blue Cross/Blue Shield, Coca Cola, Ethan Allen, Northern States Power, Burlington Northern, American Institute of Banking, Ford, General Motors, State of Minnesota (Department of Employee Relations, Department of Corrections, Department of Human Services)

---implemented statewide continuing education program for insurance agents coordinated through Anoka-Ramsey Community College

---implemented career programs to encourage new industry to locate in Minnesota—drafting and design technology (Hibbing), microprocessor technology (Mesabi), electronics technology (North Hennepin in cooperation with Suburban Hennepin Technical Center)

Goal IV: Manage wisely funds, staff, equipment, and facilities to merit the continued support of the State's citizens.

strategies:

- Review and evaluate programs, services, activities, and instruction to assure quality and cost effectiveness.
- Increase staff productivity through activities and opportunities which permit System personnel to update/upgrade skills in their respective fields or retrain for deployment in new fields.
- Initiate a long-range, strategic planning process which provides direction for the future development of the Minneosta Community Colleges.
- Ensure fiscal stability for the System and its colleges.

Goal IV (cont.): Manage wisely...

accomplishments

in operations:

---integrated biennial college performance audits into strategic planning process in order to improve monitoring of expenditures

---initiated upgrade of management information system: computerized online registration systemwide; computer-assisted financial aid needs assessments and awarding

---managed funding adjustments required by budget recissions and enrollment fluctuations

---expanded participation of college presidents in decisionmaking for System

---successfully adapted to Average Cost Funding formula

in instruction:

---discontinued/deferred operation of 14 career programs

in facilities:

---$31 million appropriated for capital improvements during 1984-6: new construction at Minneapolis, North Hennepin, Cambridge Center, Anoka-Ramsey, Hibbing, Rainy River, Vermilion, and Rochester (shared with Winona State University)

in staffing:

---implemented initial phases of staff resource development plans for all employees

---committed additional funding over and above contract guarantees for staff development

---secured and began implementation of major faculty development grant (nearly $1 million over 3 years) from Bush Foundation (emphases include writing across the curriculum, augmentation of selected

Goal IV (cont.): Manage wisely...

accomplishments (cont.):

in staffing (cont.):

sabbaticals, and computing in instruction)

---intensified efforts to strengthen sabbatical leave programs

---integrated administrator evaluations into strategic planning process

in planning:

---used Strategic Plan as basis for legislative appropriation request and internal budget allocations

---in order to stablize future enrollment, initiated a systemwide enrollment management project aimed at improving and coordinating system and college activities which support student enrollment

---expanded participation of college presidents in planning for System

in student services:

---held tuition increases to rate of inflation

---initiated rexamination of student services and activities in light of changing student needs and interests

Goal V: Increase the representation of women, minorities, handicapped, and Vietnam era veterans within the ranks of the System's staff, especially among administrators and faculty.

strategies:

- o Initiate a long-range, strategic planning process which provides direction for the future development of the Minnesota Community Colleges.
- o Make a concerted effort to recruit, retain, and promote women, minorities, handicapped, and Vietnam era veterans within the ranks of the System's staff.

Goal V (cont.): Increase the representation...

accomplishments

in operations:

---coordinated with Department of Employee Relations establishment of improved affirmative action goals for classified positions

---provided leadership for State of Minnesota through membership on Statewide Affirmative Action Committee

---Provided increased consultation to college affirmative action committees and administrators in execution of their responsibilities related to this goal

in planning:

---expansion of career opportunities for individuals in these groups addressed as major priority in strategic planning process

in staffing:

---provided internships for members of these groups which offered training and experience necessary for professional advancement

---initiated development of training for prevention of sexual harassment for all staff in order to create working environment conducive to recruitment and retention of quality staff, particularly women

---increased representation of these groups among the ranks of the System's employees between FY84 and FY86: women - from 47.6% to 51.5% of total employees; minorities - from 3.6% to 4.2%; handicapped - from 2.7% to 3.4%; and Vietnam era veterans - from 4.2% to 5.6%

in outreach:

---developed communications network among organizations representing these groups in order to actively recruit candidates from such groups for position vacancies

Goal VI: Strengthen efforts to inform the public about the mission of Minnesota's community colleges and the opportunities they provide throughout the State.

strategy:

- o Coordinate public relations activities at the System level which will increase the visibility of community colleges with the general public and augment individual college student recruitment efforts.

accomplishments

in planning:

---initiated Systemwide enrollment management project aimed in part at improving System and college marketing efforts

in outreach:

---initiated a college outreach program designed to increase the availability of community college programs and services

in public information:

---launched major public information effort in conjunction with the System's 20th anniversary, highlighting the colleges' community-based mission and programs

---initiated contacts with the various media and began issuing news releases pertaining to significant Systemwide issues on a systematic basis

in marketing:

---developed a set of promotional materials targeted to different groups of potential students but with a common theme of "Knowledge is Power" for use by the System and colleges

---developed a videotape presentation of the community colleges for use in high school and community relations activities

IV: REVISED STRATEGIC PLAN, 1987-89

A. Emphasis of Revised Strategic Plan: Access to Quality Instruction

As they move into their second cycle of long-range strategic planning, the Minnesota Community Colleges intend to emphasize access to quality instruction as their major theme for the 1987-89 biennium. This theme represents the community colleges' dedication to fulfilling a mission which stresses providing Minnesotans with lifelong learning opportunities which will enable them to realize their potential, further their ambitions, and improve their lives. Community colleges serve people of varying interests, aspirations, and abilities, many of whom would not otherwise have the opportunity to pursue higher education.

Access to higher education is meaningless if the community colleges fail to provide quality instruction. Quality instruction in the community college setting means maintaining excellence in teaching, imparting knowledge through attention to individual learning styles, and providing support services which are responsive to individual student needs. The community college mission remains unfulfilled unless quality instruction is available on an affordable, convenient basis.

Providing affordable, convenient access to quality instruction presents a major challenge in a society confronting both rapid economic and technological change and growing resource constraints. The community colleges accept this challenge because it is becoming more apparent that Minnesota's future depends upon a broadly-educated workforce which can adapt to a competitive world economy. In this complex new environment, universal access to a high school education is no longer adequate for individual or collective well-being. It is therefore incumbent upon the community colleges to ensure access to quality educational opportunities which prepare the workforce for this new environment.

The goals of the Strategic Plan of the Minnesota Community Colleges express an assessment of how access to quality instruction can be achieved:

I. Provide appropriate quality post-secondary educational opportunities to the citizens of Minnesota in response to their changing needs.

II. Develop cooperative relationships within the System itself as well as with other post-secondary providers, school systems, employers, and community organizations which improve educational opportunities throughout the state.

III. Increase educational opportunities for people with varying interests, aspirations, and abilities, particularly those who would not otherwise be able to pursue higher education.

IV. Manage wisely funds, staff, equipment, and facilities to merit the continued support of the state's citizens.

V. Increase the representation of women, minorities and handicapped within the ranks of the System's staff, especially among administrators and faculty.

VI. Strengthen efforts to inform the public about the mission of Minnesota's community colleges and the opportunities they provide throughout the state.

These goals were formulated for the previous biennium, but they remain pertinent to the emphasis identified for the revised Plan for the upcoming 1987-89 biennium. Strategies and actions necessary to achieve these goals have in many instances been revised to reflect the emphasis of community college efforts for the next two years.

B. Key issues addressed in Revised Strategic Plan

1. Increased attention to cooperation through inter-system planning

(See pages 56-58: Goal II, strategies G and H)

As pointed out in chapter III, cooperation looms large on the Community College agenda. Cooperation is a basic principle of the System's Mission Statement and the subject of one of the six goals of its Strategic Plan. The Minnesota Community Colleges have a long history of cooperating with other post-secondary providers, employers, and community organizations to make the most effective use of resources in the delivery of educational opportunities. In requiring the post-secondary systems to address cooperation in their planning and delivery of educational opportunities, the Legislature has recognized that a greater sharing and/or coordination of scarce resources is one of the most important ways the State can enhance its investment in education. Indeed, that recognition of this need for cooperation is further evidence of the emergence of what some have termed as the "collaborative age" in modern society. Increasingly cooperation is the hallmark of organizational strategies to adapt to an era of scarcity, complexity, and competitiveness. Organizational interdependence has become a fact of life in post-secondary education, and the Minnesota Community Colleges are seeking to leverage that interdependence to fulfill for the citizens of the State the commitment embodied in their Mission Statement.

Partnerships with AVTIs

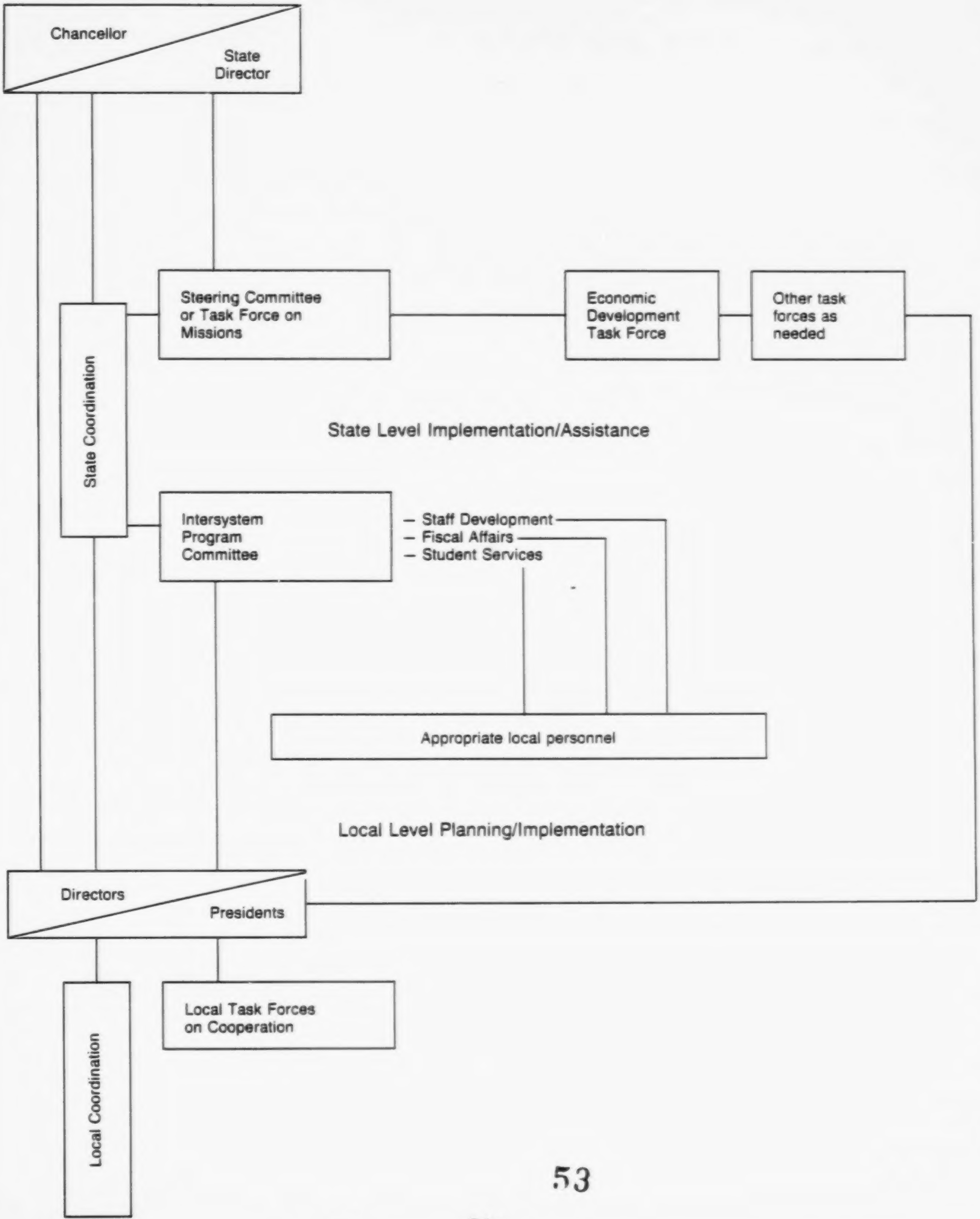
Minnesota's decision to maintain two separate systems of non-baccalaureate, post-secondary institutions is contrary to the established pattern in most states. However, the State has long encouraged cooperation between the Community Colleges and the Area Vocational Technical Institutes (AVTIs), and since 1983 has required greater cooperation in light of changing economic and social conditions. Leadership of these two systems has embraced the need for this cooperation by jointly hiring a senior-level employee to guide and promote further joint efforts. Those efforts could culminate a partnership between the two systems for the joint delivery of occupational programs which offer the Associate of Applied Science degree. Those cooperative programs, blending both general and technical education, will be essential to providing the kind of broadly-educated workforce Minnesota needs for the future.

That partnership would build upon the traditional strengths of the curriculum in both sets of institutions. In addition to programs, this partnership might address such other functions as student services, continuing education/extension, staff development, and administrative services as well as joint efforts in promoting economic development. Such a partnership could offer Minnesotans more comprehensive educational opportunities throughout the State. Such a partnership, through more efficient and creative uses of resources, could provide greater quality in and access to education.

Building this partnership will be challenging. Progress thus far has been incremental but continuous. Appendix D.1 chronicles the evolution of AVTI-Community College cooperation to date as evidence of what developing these partnerships entails. Appendix D.2 lists the programs currently shared between the two sets of institutions. Figure IV.B.1 depicts the structure which has evolved to date for cooperative planning between the community colleges and the AVTIs. Problems and opportunities remain. Cooperation between agencies with different procedures and organizational characteristics is difficult. Coordination takes staff time and initially costs money. Support service demands increase with cooperative programs at a time when

FIGURE IV.B.1: STRUCTURE FOR COOPERATIVE PLANNING

Community Colleges—AVTIs


Chancellor
State Director
State Coordination
Steering Committee or Task Force on Missions
Economic Development Task Force
Other task forces as needed
State Level Implementation/Assistance
Intersystem Program Committee
— Staff Development
— Fiscal Affairs
— Student Services
Appropriate local personnel
Local Level Planning/Implementation
Directors
Presidents
Local Task Forces on Cooperation
Local Coordination

growing numbers of part-time students have already strained existing service capacity. Differing employee contracts place limits on use and sharing of personnel.

There are benefits, however, in solving these problems. The two systems working together provide a broader range of quality services than either could offer alone. A half-dozen ad hoc planning groups are solving problems related to cooperative programs and planning for joint technical assistance to cooperating AVTIs and community colleges. Some internal system changes, such as the AVTIs movement from an hours-based system to a credit-based system, also enhance the possibilities for successful cooperation. Movement has been deliberate, but consistent, in its direction toward intersystem planning and activity which will improve the services to students of both the community colleges and technical institutes.

Mission Differentiation through Inter-System Planning

In 1985 the Legislature directed the post-secondary systems to develop strategies for clarifying and/or differentiating their respective missions. The need for such a differentiation reflected a concern that the pressure to pursue greater comprehensiveness on the part of individual institutions and/or systems might lead to an unwise expenditure of resources. Minnesota's traditional reliance upon voluntary cooperation with a minimum of outside political interference to resolve educational issues favored attempting this mission differentiation through cooperative inter-sytem planning. Furthermore it was hoped that through differentiation, the respective systems could identify avenues for cooperation that would actually enrich the quality and diversity of as well as access to the State's educational resources.

Leadership for this inter-system planning effort has come through the Higher Education Advisory Council to the Higher Education

Coordinating Board. The Council is comprised of the chief executive officers of the public systems and the associations of the private colleges and the private proprietary institutions. With staff support from their own offices as well as the HECB,a series of issues were identified around which resolution is needed in order for the missions to be differentiated.

Of the major mission differentiation issues identified to date by the inter-system planning process, those of particular concern to the Community Colleges include: (1) the awarding of associate degrees; (2) continuing education/extension; (3) credit transfer; (4) student recruitment and marketing; (5) preparation and admissions standards; and (6) the impact of reducing undergraduate enrollments at the University of Minnesota, Twin Cities. Issues (2) and (4) have been targeted for further analysis through the inter-system planning process, and a report from the Higher Education Advisory Council to the Coordinating Board states recommendations for the resolution of the issues identified through that process.

Along with greater efforts at cooperation between the AVTIs and Community Colleges, it must be acknowledged that much of the impetus for this differentiation has come from the Commitment to Focus proposal from the president of the University of Minnesota. The University's commendable leadership in mission differentiation stemmed from a recognition of the State's need for an institution internationally preeminent in graduate-level education and research, one which therefore advances the frontiers of knowledge and technological innovation. To achieve that goal, the University has recognized that it should focus its mission accordingly and relie upon the the State's other post-secondary systems to meet a greater share of the need for undergraduate education. The Community Colleges, seeing the Commitment to Focus as both a challenge and an opportunity, responded with a position paper stating their willingness to cooperate in the implementation of the "Focus Plan". Successful implementation of that plan requires the cooperation of all of the systems, and the Community Colleges expect that continued participation in inter-system planning for mission differentiation will be in their best interest.

With regard to the above issues, the Community Colleges expect that mission differentiation will produce a more efficient utilization of the State's existing capacity for undergraduate education. That kind of utilization will result in partnerships, which, like the agreement now culminated with the State Universities, would guarantee that the Associate of Arts and Associate of Sciences degrees satisfy the general education requirements for the baccalaureate degree. Those partnerships would result in a well-articulated structure in which the Community Colleges provide a greater share of lower division general education as the University of Minnesota's reduces in its own undergraduate enrollment. Those partnerships would enhance access to upper division opportunities at private colleges and State Universities as well as the University of Minnesota. The kind of articulation envisioned here would increase the overall access to and quality of education in Minnesota.

With mission differentiation the Community Colleges expect to remain the principal provider of associate degrees in Minnesota. Each post-secondary system in Minnesota offers some type of associate degree. This creates unnecessary duplication and a lack of common standards for these degree programs. Traditionally two-year institutions, principally public community colleges and private junior colleges, have offered the associate degree to students completing two years of lower division (freshman and sophomore) education, including college-level general education courses in the liberal arts and sciences.

A partnership with the AVTIs for awarding the Associate of Applied Science degree would recognize the State's existing capacity for general education in the Community Colleges in of light of the 1985 legislation permitting the AVTIs to grant that degree in consort with collegiate institutions where practicable. The University of Minnesota has decided to discontinue the awarding of associate degrees at all of its baccalaureate-level campuses in light of the capacity in the Community Colleges.

The State University Board has indicated in its strategic planning that it is considering discontinuance of the associate degree as well in light of the capacity in the Community Colleges. As predominantly baccalaureate degree institutions, the associate degree may be inconsistent with the mission of the State Universities. The possible partnership between the AVTIs and Community Colleges described above as well as the legislation authorizing the AVTIs to grant the associate degree, pose questions at this point as to whether the State Universities will, as the Community Colleges may do, offer the Associate of Appied Science degree jointly with the AVTIs where those institutions are co-located. Similar questions remain unresolved too, with regard to the role of the University of Minnesota, Duluth, in terms of potential associate degrees which may be awarded by Duluth AVTI. Continued awarding of the Associate of Arts and Associate of Sciences degrees by the State Universities remains unresolved as well.

The Community Colleges will reopen discussions with the Minnesota Association of Private Postsecondary Schools with regard to possible partnerships in the offering of associate degrees for occupational programs.

It is further expected that a HECB task force report on associate degree standards will serve as the basis for policies in all systems governing the granting of associate degrees. Such standardization should bring greater clarity for the development of programs offering that credential.

2. Continued expansion of access (see pages 55, 61, 62: Goal III, strategies F, J, K)

While increased attention to inter-system cooperation is a major thrust of the Community Colleges' goal to increase access to educational opportunities, the expansion of access is addressed through other strategies as well in the revised Strategic Plan. This emphasis on access is not a rationale for further expansion of the Community College System. Instead it is a recognition that the community college mission is one of increasing value to Minnesota at a time when a broadly-educated workforce is essential to preserving the State's quality of life in a competitive world economy. It has been more than 50 years since the last major expansion of universal access to education occurred. At that time a high school education was thought to be a sufficient enough guarantee of intellectual competence for an individual in American society. That guarantee is rapidly becoming insufficient as that same society becomes increasingly more complex and more competitive. In their strategic planning, the Community Colleges identified the threat of a bi-modal society (a well-educated, technologically-sophisticated, highly-paid elite and a large, poorly-educated, technologically-ignorant, poorly-paid underclass) as one of the major trends likely to impact on the institutions' future development (see chapter II, page 11). Community colleges represent a commitment to prevent the emergence of that bi-modal society through broader access to higher education. Consequently, the Minnesota Community Colleges believe they must strive for a continued expansion of educational opportunity in order to provide each citizen with a guarantee of a new level of intellectual competence.

Economic Development

As Minnesota continues the difficult transition into the information age, the value of "open door" institutions such as community colleges becomes more and more apparent. Institutions which offer ready access to general education in the liberal arts and sciences along with the technical knowledge needed for the careers of the information age are one of Minnesota's best hopes for retaining the competent workforce it needs to compete in an international economy.

Consequently, in revising their Strategic Plan, the Community Colleges have resolved to assume greater leadership in promoting the economic development of the State. Part of this strategy will involve partnerships with the AVTIs which will enhance the role both sets of institutions play in meeting the training needs of business and industry. It will also involve participation in local initiatives such as those sponsored by the McKnight Foundation to revitalize rural Minnesota, where the majority of the System's colleges are located.

Specific attention, too, will be devoted to assisting in state efforts to improve employment opportunities for public assistance recipients through more effective coordination of human services, employment training, and educational agencies. To that end the Minnesota Community Colleges expect to continue to participate in the inter-agency planning begun by the newly-established Office of Full Productivity and Opportunity. In responding to the Office's request for suggestions as to how public assistance recipients can be integrated into the workforce, the Community Colleges suggested two areas of improvement.

First, apparent inconsistencies between public assistance and student financial aid policies must be eliminated. A survey of the community colleges with regard to the experiences public assistance recipients encounter while enrolled--or attempting to enroll--in school indicated that these inconsistencies penalize an individual for receiving student financial aid. All too often, someone who is trying to get off--and stay off--welfare through education, suffers an actual reduction in the funds needed for basic living expenses because of the receipt of student financial aid. That is a powerful disincentive for anyone the State is trying to motivate toward greater self-sufficiency.

That inconsistency, too, is indicative of the second major improvement suggested by the Community Colleges, namely, the reexamination of the prevailing premise that public assistance recipients should be referred to short-term training programs rather than given the chance for a college education. Frequently, short-term training provides only limited skills for employment in jobs with few, if any, prospects for advancement. Such an approach to employment training does little in the long run to foster the flexible, adaptive workforce that State needs. Greater attention should be given to investing in more long-term training which imparts a broader educational base upon which the recipient can build a career and not just a job. That investment may mean in many cases that through public assistance and student financial aid a recipient begins to realize some actual increase in his or her standard of living as a result of the decision to begin the process of getting off welfare. The best incentives will be those which allow the recipient to focus on the ultimate goal without the distractions of short-term necessities.

The Community Colleges believe that one of the most important contributions they could provide in an improved, better-coordinated scheme for State economic development would be the initiation of a project which makes career counseling and assessment widely accessible throughout Minnesota. Such accessibility is not now the case even though Community Colleges, AVTIs, and a variety of other agencies attempt to provide at least some aspects of this kind of service to their own respective clienteles. A comprehensive package of counseling and assessment services which is well-publicized, conveniently-located, and builds upon the contributions of existing services already in place would provide Minnesotans with the resources they need to plan how they will adapt to a rapidly changing labor market. With those kind of resources in place, Minnesota would have a definite advantage in maintaining the kind of workforce it will need to remain competitive for the future. Mindful of the value of this service, the Community Colleges have committed themselves in their revised Strategic Plan to developing such a project in cooperation with other pertinent agencies around the State.

Affordability

An important aspect of access for the Community Colleges is their continued affordability, a feature of the colleges stressed in their Mission Statement. Tuition in Minnesota's public post-secondary systems is among the highest in the nation. According to the latest (1984-85 academic year) available statistics, community college tuition in Minnesota is the nation's third highest (see Appendix F.1), ranking nearly 75% above the national average of $637 for a full-year equivalent student. Such tuition charges would be unconscionable in a State so committed to providing access to education were it not for one of the largest student financial aid programs in the nation as well. High tuition is balanced with high student financial aid.

Traditionally, financial aid programs have favored the younger student who, with only limited personal responsibilities outside of school and some parental support, can afford to enroll full-time and pursue a degree. Such students are now in the minority in higher education generally, and they have been so for several years now in the Minnesota Community Colleges. Faced with serving a student body of largely part-time, working adults, the Community Colleges are hopeful that the significant expansion of Minnesota's pioneer part-time student financial aid program enacted in 1985 will help to offset the threat to access brought on by rising tuitions. However, as the tuition for a single community college course approaches $100, tuition coupled with the cost of textbooks, transportation, and child care can make access to a college education quite formidable for many of the very people for whom a community college is intended.

Under the State's Average Cost Funding policy for post-secondary education, only two-thirds of the cost of instruction is subsidized, leaving it up to the system governing boards to raise the rest, usually through student tuition. During the 1984-86 biennium, the Community College Board succeeded in holding the rate of tuition increases to the rate of inflation. It has further demonstrated its resolve to maintain access through affordability by subsidizing a portion of the student cost of the child care services which the colleges provide. In addition, through a grant from the Alliss Educational Foundation, the System has initiated free tuition for the first course for which older adults enroll when they start college. Despite these efforts to maintain affordability, the fact remains that Minnesota community college students continue to bear a comparatively greater share of the likelihood the perception is growing, too, among the public that the cost of higher education is increasingly out of reach, a perception which is difficult to overcome when the complexities of financial aid regulations and applications can prove so intimidating. Significant cutbacks in federal funds for student financial aid have, of course, lent further credence to the fears that access is contracting instead of expanding. These considerations make it imperative that the Community College Board and the Higher Education Coordinating Board, as the administator of the State's student financial aid program, strive to maintain the delicate balance of tuition and financial aid so critical to maintaining access. The continued affordability of the Community Colleges will be a pressing issue for the System for the next biennium since so much uncertainty abounds at this point as to the effectiveness of efforts to control what students will have to pay for their educations.

3. Improvement of equipment and facilities (see pages 51-52: Goal I, strategies B and C)

In light of the present general stability and anticipated future downturn in post-secondary enrollments, it may on the surface seem difficult to understand why the Community Colleges should be so concerned with increasing the State's capital investment in their campuses. However, there is mounting evidence that the Community Colleges have been significantly undercapitalized for several years. Indeed, most of this decade has been marked by budget recissions which have provided few funds to keep equipment and facilities up-to-date. Constant dollar appropriations per full-year equivalent student in FY 85 were comparable to those in FY 77 (see Appendix F.4). The last round of college performance audits revealed that, according to the

State's fixed asset inventory, as much as a quarter of the inventory at the colleges is fully depreciated. Furthermore, the colleges and the System have been unable to maintain any kind of reserve fund for the replacement of those depreciated items.

Such a situation clearly contradicts sound management practices, forcing the colleges to continually defer needed improvements which mount in value with each year they are deferred. A more incremental approach to handling those improvements would lower the long-run cost to the State, but there are no signs that serious consideration is being given to appropriating funds which would permit the System to begin to build a realistic reserve fund. As result, the System faces the prospect of asking for a substantial capital improvement appropriation with each legislative session just to catch up with its backlog of most urgent improvements, knowing that it is unlikely to receive enough to handle current needs, much less plan for the future.

Due to the situation described above, the revised Strategic Plan for the Community Colleges has added strategies for securing funds to initiate capital improvements which will upgrade equipment and campus facilities so that students will indeed have access to quality educational opportunities. Not to highlight this need in their strategic planning would be irresponsible on the part of the Community Colleges in light of their Mission Statement and the emphasis of the revised Plan.

Those strategies, too, represent an attempt to respond to the concern expressed in the 1985 post-secondary planning legislation that the systems address the relationship between enrollment fluctuations and capital expenditures as well as tie their capital requests to their long-range plans. The Community Colleges are developing a new planning process for just that purpose. The new process will focus on identifying emerging trends and conditions likely to impact on future use of facilities. What are the implications of new instructional technologies in terms of equipment and facilities the colleges will need in the years ahead? As the trend toward serving more part-time students in short-term learning sequences continues, will existing facilities have to be redesigned or new ones constructed to meet the needs of these students? Will off-campus facilities have to be constructed as the need for more convenient access grows? These are but a few of the questions which this new process will try to answer. The Governor and Legislature will have to be prepared for the possibility that greater rationality in planning for capital improvements will not necessarily mean that the State's investment in the Community Colleges will moderate. Even with the prospect of a modest enrollment decline in the years ahead (see the HECB enrollment projections in Appendix E.2), changing student needs as well as the need to maintain quality educational opportunities will likely call for greater rather than fewer capital improvements for the Community Colleges.

4. Enrollment management (see page 65: Goal IV, strategy M)

Enrollment management has become what some consider the latest "buzz word" in education for student recruitment. It is actually much, much more. Recruiting is but one aspect of this comprehensive approach coordinating all aspects of an institution's operations toward meeting students' needs. Such coordination undoubtedly enhances the quality of the educational experience for the student, and if the institution is successful in communicating that quality to the student, enrollment is assured. To accomplish that coordination, an institution must examine not only its recruitment practices but how it relates to its community, how it treats its present and prospective students, what it has of value to offer to that community and those students, and how it adapts to change. Effecting that coordination requires careful study and analysis and the resources that go with that kind of effort.

Beginning with the 1985-86 academic year the Minnesota Community Colleges launched a systemwide project which, with the assistance of outside consultants, is aimed at achieving the kind of coordination required for effective enrollment management at all of the colleges and at the Board Office. The project is only the initiation phase of that coordination, for the System expects to address enrollment management as a part of its continuing agenda for strategic planning. Enrollment management recognizes the fact that sound administration of the System requires the acknowledgement of the competitive nature of today's educational marketplace and leverage that competition as further motivation for strengthening quality. Strengthening quality will require that in addition to improving the resources available for instruction, equipment, and facilities, resources will have to be devoted to greater marketing, revamping student services, redesigning information systems, and staff development.

There is growing evidence that community college enrollment is counter-cyclical with regard to the economy. Nationwide, as the recession of the early '80s wound down, community college enrollments dipped in all but a few states. Such was the case here in Minnesota, too, as the community college enrollment for the fall quarter of 1984 dropped more than six per cent from the then-record enrollment attained in the fall quarter of 1983. Enrollment declines were greatest in the System's seven largest colleges in the Twin Cities and Rochester, which account for two-thirds of the System's total enrollment. On the other hand though, enrollment was growing substantially at the smaller colleges elsewhere in the State as those areas failed to share in the economic recovery experienced by the Twin Cities and Rochester. The continued growth in the proportion of part-time students suggested, too, that with jobs more widely available students were inclined to cutback on the number of courses they were carrying rather than drop out altogether.

Even though the enrollment recovered from this decline for the remainder of the 1983-84 year and grew to an all-time high in the fall of 1985, the decline of fall 1983 cost the System nearly $4,000,000 under Average Cost Funding. Those were dollars which could not be devoted to achieving quality in instruction, dollars which could not be devoted to meeting the needs of a changing student body, dollars which could not be used to expand access to the opportunities available in the Community Colleges.

Enrollment projections by the HECB (see Appendix E.2) forecast a decline in community college enrollments of as much as 12% by 1995 with enrollments still below the level of FY85 by as much as 5% in 2005. Those projections are for only full-time equivalent students and do not take into account possible economic changes such as those mentioned above. Experience to date indicates that it is quite likely that the trend toward part-time enrollment on the part of an aging student body will continue, resulting in little diminution of actual headcount, which in turn means little appreciable, if any, decline in the resulting need for services. Given the enrollment-driven nature of Average Cost Funding, the future would seem to hold few prospects for the resources the Community Colleges need to achieve the degree of access, quality, and diversity that is envisioned in their Mission Statement and embodied in their Strategic Plan.

Obviously, it is all the more incumbent upon the Community Colleges to effect improvements in their enrollment management activities and practices, but that improvement is only a last-ditch effort to stave off the worst possible scenario if it is not part of a bold vision of what the Community Colleges should become to serve the citizens of Minnesota. That vision is set forth in the System's Mission Statement and in its Strategic Plan, which seeks to fulfill the mission. The mission and the Plan are conceived with the best interests of Minnesotans in mind, and it simply is not in the those best interests if the Community Colleges face a future of at worst declining or at best unstable enrollment patterns. Without either modifications in or variation from Average Cost Funding in some aspects of their operations the Community Colleges will simply be of diminished value to the State at a time when the need for their services will be critical. Enrollment management, as a part of the strategic planning process, will serve to highlight where the System may have to make the case for additional resources which Average Cost Funding may not provide. Whether enrollments are going up or down, the Community Colleges will still need to add new programs and services, make capital improvements, and adjust to additional demands for educational opportunities as the world around them changes.

C. Implementation Statement of Revised Strategic Plan, 1987-89

The following pages detail how the Minnesota Community Colleges intend to implement the goals of their Strategic Plan through supporting strategies and actions, many of which have been revised to reflect the concerns associated with the issues cited in section IV.A above.

C. IMPLEMENTATION STATEMENT

Revised Strategic Plan (7/1/87 - 6/30/95)

I. Provide ***appropriate quality post-secondary educational opportunities*** to the citizens of Minnesota in response to their changing needs.

II. Develop ***cooperative relationships*** within the System itself as well as with other post-secondary providers, school systems, employers, and community organizations which improve educational opportunities throughout the state.

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V. ***Increase the representation*** of women, minorities, handicapped and Vietnam era veterans ***within the ranks of the System's staff***, especially among administrators and faculty.

VI. ***Strengthen efforts to inform the public*** about the mission of Minnesota's community colleges and the opportunities they provide throughout the state.

STRATEGY	RELATED GOALS	ACTIONS	TIME-FRAME
A. ***Review and evaluate*** programs, services, activities and instruction to assure quality and cost effectiveness.	I, II, IV	1. ***Improve the audits*** of college programs, services, & activities to determine cost effectiveness and identify areas for resource allocation. Tie audits more closely to college strategic plans and improve follow-up of audit findings.	1987-89
		2. Develop an ***improved system for determining student outcomes*** through monitoring students' progress while enrolled and upon exit from the colleges. ***Coordinate*** improvements ***with State Board for Vocational Technical Education*** as part of development of joint accountability standards for occupational programs. **	87-89
		3. Continue to upgrade ***management information system*** to provide more timely data on and analyses of operation of System and the colleges.	87-89
		4. ***Discontinue programs, courses, activities, and services which*** can no longer be justified in light of operational efficiency, labor market demand, student enrollment, or pertinence to System mission.	88-95
		5. ***Assist colleges with revision*** of curricula, activities, and services to respond to changing needs.	85-95
		** new action	

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STRATEGY	RELATED GOALS	ACTIONS	TIME-FRAME
*B. Secure funding for colleges to ***upgrade equipment*** in response to changing demands of programs and services.	I	1. Highlight need for ***additional equipment funding in biennial appropriation request.*** **	1987-89
		2. Give ***equipment funding higher priority in*** System ***allocations*** to colleges. **	87-89
* new strategy		** new action	

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STRATEGY	RELATED GOALS	ACTIONS	TIME-FRAME
*C. Secure funding for ***improvement of facilities at college campuses*** in accordance with System priorities identified for capital budgets.	I	1. Develop and implement a ***new planning process*** for System capital budget requests which identifies priorities based upon changing enrollment and utilization trends. **	1987-89
		2. Assist colleges, where and when appropriate, in working with private developers or other entities to secure ***student housing*** facilities convenient to community college campuses. **	87-95

* new strategy

** new action

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STRATEGY	RELATED GOALS	ACTIONS	TIME-FRAME
D. Develop ***new courses and programs*** in response to changes in labor market needs.	I	1. Improve assistance to the colleges ***in assessing the need for new courses and programs.***	1987-89
		2. Maintain within the System budget a ***fund to capitalize the development of new courses and programs.***	87-89
		3. Establish within the System budget a ***fund to capitalize cooperative efforts with AVTIs*** and other appropriate organizations. **	87-89
		4. Continue efforts to ***improve faculty salaries*** in order to maintain competence of instructional staff.	87-89
		5. Develop ***specialized and/or shared programs and services*** at the Twin Cities, Arrowhead, and Clearwater colleges as a cost-effective means of concentrating resources for responding to educational needs.	85-90
		** new action	

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STRATEGY	RELATED GOALS	ACTIONS	TIME-FRAME
E. ***Increase staff productivity*** through activities and opportunities which permit System personnel to ***update/upgrade*** skills in their respective fields or ***retrain*** for deployment in new fields.	I, II, IV	1. Seek ***through the collective bargaining process*** modifications which provide ***incentives for greater staff productivity.***	1987-89
		2. Provide ***staff development activities*** necessary to facilitate the ***development of partnerships with AVTIs.***	87-89
		3. Tie ***sabbatical leaves*** more closely to college and/or System priorities.	87-89
		4. Pilot ***alternative staffing arrangements*** between community colleges, AVTIs, and other neighboring educational institutions, as well as business/industry, which enhance the quality of instruction and the efficiency of resource utilization.	85-90
		5. Develop ***activities which improve staff capabilities to utilize new instructional*** technologies (e.g., computers, telecommunications).	85-90
		6. Continue ***staff resource development planning and activities*** for administrators, faculty and classified employees.	85-95

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STRATEGY	RELATED GOALS	ACTIONS	TIME-FRAME
F. Utilize ***new technologies*** (e.g., computers, telecommunications) to provide alternative means of delivering instruction and services.	I, II, III	1. ***Reinstitute high technology fund*** to promote efforts to integrate new instructional technologies with classroom teaching. **	1987-89
		2. ***With additional legislative appropriations,*** develop and implement ***circulation*** component of ***cooperative library automation services*** with the State University System. **	87-89
		3. Assist colleges with securing appropriate ***computer resources*** to operate ***career and educational guidance software.***	87-89
		4. Work with other educational providers and business/industry to develop ***cooperative approaches*** which are economically feasible ***for delivering instruction and/or services via new technologies.***	85-90
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STRATEGY	RELATED GOALS	ACTIONS	TIME-FRAME
*G. Plan and develop jointly ***cooperative efforts*** with other post-secondary institutions and/or business/industry ***which enhance educational opportunities*** in each region of the State.	II	1. ***Develop partnerships with AVTIs***. Emphasize cooperative instructional programs, student support services, and economic development activities. Strive for development of comprehensiveness at all locations where appropriate. **	1987-89
		2. ***Continue intersystem planning*** under the auspices of the Higher Education Advisory Council with the assistance of the HECB. Identify areas of collaboration with or mission differentiation from the State University System, University of Minnesota, private colleges, and post-secondary proprietary schools. **	87-89
		3. Implement a ***cooperative plan*** to improve post-secondary educational opportunities in the city of ***St. Paul*** in coordination with ***Metropolitan State University and St. Paul TVI***. **	87-89
		4. Continue development of the ***"2 ½ 2" campus model*** at ***Rochester*** between Rochester Community College and Winona State University.	87-89

* new strategy

** new action

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STRATEGY	RELATED GOALS	ACTIONS	TIME-FRAME
(continued) *G. Plan and develop jointly ***cooperative efforts*** with other post-secondary institutions and/or business/industry ***which enhance educational opportunities*** in each region of the state.	II	5. ***Monitor progress*** of ***Cambridge Center*** of Anoka-Ramsey Community College in order to determine its future status. **	87-89
		6. Continue development of ***Arrowhead*** Community College Region's ***presence in Duluth*** as needs arise. **	87-90
		7. Assist the ***Office of Full Productivity and Opportunity*** in coordination of delivery of human services, employment training, and education to public assistance recipients. **	87-90
		8. Participate in efforts to ***revitalize rural Minnesota*** such as the McKnight Foundation's Rural Initiatives Fund. **	87-90
* new strategy		** new action	

C. IMPLEMENTATION STATEMENT

Revised Strategic Plan (7/1/87 - 6/30/95)

I. Provide ***appropriate quality post-secondary educational opportunities*** to the citizens of Minnesota in response to their changing needs.

II. Develop ***cooperative relationships*** within the System itself as well as with other post-secondary providers, school systems, employers, and community organizations which improve educational opportunities throughout the state.

III. ***Increase educational opportunities*** for people with varying interests, aspirations, and abilities, particularly ***those who would not otherwise be able to pursue higher education***.

IV. ***Manage wisely funds, staff, equipment, and facilities*** to merit the continued support of the state's citizens.

V. ***Increase the representation*** of women, minorities, handicapped and Vietnam era veterans ***within the ranks of the System's staff***, especially among administrators and faculty.

VI. ***Strengthen efforts to inform the public*** about the mission of Minnesota's community colleges and the opportunities they provide throughout the state.

STRATEGY	RELATED GOALS	ACTIONS	TIME-FRAME
H. Improve ***articulation*** with ***other post-secondary institutions*** to ensure the successful performance of community college students transferring to these institutions.	II	1. Monitor the implementation of the ***transfer articulation agreement with the State University System*** to facilitate the transfer of community college students to the state universities. **	1987-89
		2. Develop ***transfer articulation agreements with the University of Minnesota, private colleges, and post-secondary proprietary schools***. **	87-89
		3. Continue to participate in an intersystem ***task force under the auspices of the HECB and other post-secondary systems which monitors problems experienced by students in transferring*** from one system to the other.	87-89
		4. Develop ***regional articulation agreements*** with other post-secondary providers which expand the educational options available to residents of different areas of the state.	85-90
		** new action	

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VI. ***Strengthen efforts to inform the public*** about the mission of Minnesota's community colleges and the opportunities they provide throughout the state.

STRATEGY	RELATED GOALS	ACTIONS	TIME-FRAME
(continued) H. Improve ***articulation*** with ***other postsecondary institutions*** to ensure the successful performance of community college students transferring to these institutions.	II	5. Continue to monitor the ***progress of community college students who transfer*** to other post-secondary institutions to complete baccalaureate degrees for indications of the success of their transition.	85-95

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VI. ***Strengthen efforts to inform the public*** about the mission of Minnesota's community colleges and the opportunities they provide throughout the state.

STRATEGY	RELATED GOALS	ACTIONS	TIME-FRAME
I. Improve ***articulation*** with ***secondary*** schools in order to strengthen student preparation for college-level studies as well as promote greater cooperation between the schools and community colleges.	II	1. Cooperate with school districts and the State Department of Education in implementing revisions to the ***Postsecondary Enrollment Options Act***. **	1987-89
		2. Pursue ***cooperative ventures with school districts which*** maximize the utilization of available educational resources.	85-90
		3. Assist local districts with delivery of ***instruction to secondary students*** as requested.	85-95
		** new action	

C. IMPLEMENTATION STATEMENT

Revised Strategic Plan (7/1/87 - 6/30/95)

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V. ***Increase the representation*** of women, minorities, handicapped and Vietnam era veterans ***within the ranks of the System's staff***, especially among administrators and faculty.

VI. ***Strengthen efforts to inform the public*** about the mission of Minnesota's community colleges and the opportunities they provide throughout the state.

STRATEGY	RELATED GOALS	ACTIONS	TIME-FRAME
J. Promote ***open access*** to community colleges ***for the educationally disadvantaged.***	II, III	1. ***Monitor progress of expanded Indian Services*** program to all five colleges of the Arrowhead Region, as well as at the three colleges of the Clearwater Region and at Minneapolis and Anoka-Ramsey in the Twin Cities area.	1987-89
		2. ***Monitor progress*** of ***Cambridge Center*** of Anoka-Ramsey Community College in order to determine its future status. **	87-89
		3. Seek funds to implement a ***project to improve access to career counseling and assessment for*** displaced workers and public assistance recipients as well as enrolled students. **	87-89
		4. ***Oppose efforts*** to ***reduce funding for federal and state student financial aid programs.*** Work to convince key decisionmakers of the need for and value of these programs.	87-89
		5. Keep ***tuition affordable*** by minimizing any increases which may prove necessary.	85-95
		6. Assist the ***Office of Full Productivity and Opportunity*** in coordination of delivery of human services, employment training and education to public assistance recipients. **	87-90
		7. Maintain the ***Allias Foundation education grants*** for older adult students. **	87-95

** new action

C. IMPLEMENTATION STATEMENT

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IV. ***Manage wisely funds, staff, equipment, and facilities*** to merit the continued support of the state's citizens.

V. ***Increase the representation*** of women, minorities, handicapped and Vietnam era veterans ***within the ranks of the System's staff***, especially among administrators and faculty.

VI. ***Strengthen efforts to inform the public*** about the mission of Minnesota's community colleges and the opportunities they provide throughout the state.

STRATEGY	RELATED GOALS	ACTIONS	TIME-FRAME
K. Exercise ***leadership in*** local, regional, and state ***economic development*** efforts.	III	1. Continue to exercise ***leadership*** in shaping the implementation and delivery of federal and state ***employment training programs.***	1987-89
		2. Increase the role community colleges play in meeting the training needs of business and industry through ***joint economic development efforts with AVTIs.*** **	87-89
		3. Continue to assist in efforts to improve the ***quality of labor market information*** pertinent to developing educational programs to meet the needs of business and industry.	85-90
		4. Assist the ***Office of Full Productivity and Opportunity*** in coordination of delivery of human services, employment training and education to public assistance recipients. **	87-90
		5. Participate in ***efforts to revitalize rural Minnesota*** such as the McKnight Foundation's Rural Initiatives Fund. **	87-90
		6. Develop ***programs and services which respond to the educational needs of displaced workers.***	85-95

** new action

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II. Develop ***cooperative relationships*** within the System itself as well as with other post-secondary providers, school systems, employers, and community organizations which improve educational opportunities throughout the state.

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IV. ***Manage wisely funds, staff, equipment, and facilities*** to merit the continued support of the state's citizens.

V. ***Increase the representation*** of women, minorities, handicapped and Vietnam era veterans ***within the ranks of the System's staff***, especially among administrators and faculty.

VI. ***Strengthen efforts to inform the public*** about the mission of Minnesota's community colleges and the opportunities they provide throughout the state.

STRATEGY	RELATED GOALS	ACTIONS	TIME-FRAME
L. Refine and improve the effectiveness of the System's long-range, ***strategic planning*** process so as to provide direction for future development.	I, II, III IV, V, VI	1. Monitor operation of the process and ***assess effectiveness of coordination between System and college plans, college audits and administrative evaluations.***	1987-89
		2. Continue to ***tie*** the System and college ***strategic plans to*** the biennial ***appropriations request*** for operational and capital expenditures as well as to ***internal resource allocations***.	87-89
		3. ***Continue to upgrade the management information system*** to provide more timely data on and analysis of operations of the System and the colleges.	87-89
		4. Develop an ***improved system for determining student outcomes*** through monitoring students' progress while enrolled and upon exit from the colleges. ***Coordinate*** improvements with ***State Board for Vocational Technical Education*** as part of development of joint accountability standards for occupational programs. **	87-89
		5. Assess and monitor the ***relationship between fixed operating costs and enrollment fluctuations*** through biennial college performance audits and development of new capital planning process. **	87-89
		** new action	

C. IMPLEMENTATION STATEMENT

Revised Strategic Plan (7/1/87 - 6/30/95)

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VI. ***Strengthen efforts to inform the public*** about the mission of Minnesota's community colleges and the opportunities they provide throughout the state.

STRATEGY	RELATED GOALS	ACTIONS	TIME-FRAME
(continued) L. Refine and improve the effectiveness of the System's long-range ***strategic planning*** process so as to provide direction for future development.	I, II, III, IV, V, VI	6. Continue to identify and analyze ***trends*** both internal and external to the System ***which impact on student enrollment.***	85-95
		7. Continue to identify and analyze ***policy issues which have long range implications*** for the operation of the System and the colleges.	85-95
		8. ***Continue intersystem planning*** under the auspices of the Higher Education Advisory Council with the assistance of the HECB. Identify areas of collaboration with or mission differentiation from the State University System, University of Minnesota, private colleges, and postsecondary proprietary schools. **	87-89
		9. ***Report to the HECB, Governor, and Legislature*** bien***nially on progress made in complying with long-range planning*** for post-secondary education.	85-95
		** new action	

C. IMPLEMENTATION STATEMENT
Revised Strategic Plan (7/1/87 - 6/30/95)

I. Provide ***appropriate quality post-secondary educational opportunities*** to the citizens of Minnesota in response to their changing needs.

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IV. ***Manage wisely funds, staff, equipment, and facilities*** to merit the continued support of the state's citizens.

V. ***Increase the representation*** of women, minorities, handicapped and Vietnam era veterans ***within the ranks of the System's staff***, especially among administrators and faculty.

VI. ***Strengthen efforts to inform the public*** about the mission of Minnesota's community colleges and the opportunities they provide throughout the state.

STRATEGY	RELATED GOALS	ACTIONS	TIME-FRAME
*M. Support implementation of a comprehensive ***enrollment management system*** at each college which coordinates activities related to student recruitment, enrollment, and retention so as to minimize enrollment fluctuations and fiscal disruptions.	IV	1. Support and assist colleges with the development and delivery of ***appropriate databases*** to maintain an effective enrollment management system. **	1987-89
		2. Support and assist colleges with the development of an appropriate ***process for tracking inquiries from prospective students***. **	87-89
		3. Support and assist colleges with the development of an ***improved communications process*** with prospective students.	87-89
		4. Seek funds for a Systemwide project to develop faculty expertise in ***reducing student attrition***. **	87-89
		5. Assist colleges with the development of ***sufficient staffing flexibility to handle enrollment management*** activities. **	87-89
		6. Develop an ***improved system for determining student outcomes*** through monitoring students' progress while enrolled and upon exit from the colleges. **	87-89

** new strategy

** new action

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Revised Strategic Plan (7/1/87 - 6/30/95)

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VI. ***Strengthen efforts to inform the public*** about the mission of Minnesota's community colleges and the opportunities they provide throughout the state.

STRATEGY	RELATED GOALS	ACTIONS	TIME-FRAME
N. Make a concerted effort to ***recruit, retain, and promote women, minorities, handicapped, and Vietnam era veterans*** within the ranks of the System's staff.	V	1. Provide opportunities for ***internships*** for members of these groups which provide the training and experience necessary to qualify for position vacancies and enhance professional mobility within the System.	1987-89
		2. Continue to work with the Department of Employee Relations to establish ***affirmative action goals for each college that aim for staffing reflective of the composition of the local college service area's population.***	87-90
		3. Continue to maintain a ***communication network*** among organizations representing these groups for active recruitment of such persons when position vacancies occur.	85-90
		4. Provide ***working conditions*** conducive to the recruitment, retention, and promotion of members of these groups within the System.	85-95

C. IMPLEMENTATION STATEMENT

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VI. ***Strengthen efforts to inform the public*** about the mission of Minnesota's community colleges and the opportunities they provide throughout the state.

STRATEGY	RELATED GOALS	ACTIONS	TIME-FRAME
O. ***Coordinate public relations activities at the System level*** which will increase the visibility of community colleges with the general public and augment individual college student recruitment efforts.	VI	1. Implement a comprehensive ***marketing plan*** which ***coordinates*** Board Office and individual college efforts with regard to public relations activities related to ***enrollment management***. **	1987-89
		2. ***Provide*** accurate, up-to-date ***information*** on the System and its colleges to key decisionmakers.	85-95
		3. Maintain ***effective communications with the news media throughout the State***.	85-95
		4. Continue to encourage ***community-oriented activities*** which encourage the public to take advantage of the services and facilities the colleges offer.	85-95
		** new action	

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C. IMPLEMENTATION STATEMENT

Revised Strategic Plan (7/1/87 - 6/30/95)

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VI. ***Strengthen efforts to inform the public*** about the mission of Minnesota's community colleges and the opportunities they provide throughout the state.

STRATEGY	RELATED GOALS	ACTIONS	TIME-FRAME
P. Ensure ***sound fiscal management*** of the System and its colleges within available resources	I, II, III, IV, V, VI	1. Continue to ***tie*** the System and college ***strategic plans to*** the biennial ***appropriations request*** for operational and capital expenditures as well as to internal ***resource allocations.***	1987-89
		2. Develop a ***coordinated Systemwide approach to raising non-state funds*** which will provide increased non-state funds for assisting the colleges to meet the needs of students. **	87-89
		3. Implement new fiscal policy and procedures for ***continuing education*** courses. **	87-89
		4. Continue to ***upgrade the management information system*** to provide more timely data on and analysis of operations of the System and the colleges.	87-89
		5. Revise ***internal allocation formulae*** for colleges to reflect changing priorities.	87-89
		6. Evaluate the current policy on ***student fees*** and ***make revisions*** if necessary to permit the colleges to have greater flexibility in recovering instructional costs.	87-89
		7. ***Improve the audits*** of college programs, services and activities to determine cost effectiveness and identify areas for resource allocation. Tie audits more closely to college strategic plans and improve follow-up of audit findings.	87-89
		** new action	

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APPENDICES

Appendix A: PLANNING LEGISLATION FOR PUBLIC POST-SECONDARY EDUCATION IN MINNESOTA

Sec. 18. Minnesota Statutes 1984, section 135A.06, is amended to read:

135A.06 (SYSTEM PLANS AND MISSIONS.)

Subdivision 1. (SUBMISSION OF PLANS.) It is the intent of the legislature that the planning efforts of the public post-secondary education systems be summarized and reported to the legislature. It is the further intent that the system missions be differentiated from one another to best serve the needs of the citizens of Minnesota. In order to accomplish these goals, the University of Minnesota board of regents, the state university board, the state board for community colleges and the state board for vocational education shall each submit to the governor and the legislature on December 1 of each even-numbered year a planning report for its system. The planning report shall contain the mission of the system and short- and long-range plans for programs, staff, and facilities. The report shall specify the mission and plans for two, five, and ten years. The assumptions used in developing the plans shall be included. The report shall also include plans for and progress toward achieving mission differentiation while maintaining the state's overall post-secondary objectives.

Subd. 2. (MISSION.) Each system shall review its mission as it relates to instruction, research, and public service. The systems in cooperation with the higher education coordinating board shall jointly review their missions and develop strategies to achieve clearer mission differentiation and an overall intersystem plan that ensures achieving the state's overall post-secondary objectives.

Subd. 3. (SYSTEM PLANS.) Each system shall develop a program plan for instruction, research, and public service. Each system shall consult with the higher education coordinating board and with the other systems throughout the planning process. The higher education coordinating board shall coordinate intersystem efforts in the development of the program plans to achieve intersystem cooperation and differentiation.

Each planning report shall consider the following elements at a minimum:

(a) A statement of program priorities for undergraduate, graduate, and professional education. Program plans shall also include data about program cost and average class size within each institution.

(b) A review of plans for adjusting the number of facilities, staff, and programs to projected level of demand. Plans for adjustments shall consider campus and program mergers, campus and program closings, new governance structures, the relationship between fixed costs and projected enrollment changes, and other methods including consolidation of institutions, services, and programs that serve the same geographic area under different governing boards.

Appendix A: Planning Legislation for Public Post-Secondary Education in Minnesota (continued)

(c) Enrollment projections for two, five, and ten years. If a system uses projections which are different from the most recent available projections produced by the higher education coordinating board, the system shall compare its projections with enrollment projections prepared by the higher education coordinating board, and the system shall identify the method and assumptions used to prepare its projections.

(d) Estimated financial costs and savings of alternative plans for adjusting facilities, staff, and programs to declining enrollments and fiscal resources.

(e) Opportunities for providing services cooperatively with other public and private institutions in the same geographic area.

(f) Differentiating and coordinating missions to reduce or eliminate duplication of services and offerings.

Subd. 4a. (CAPITAL REQUESTS.) A capital budget request submitted by a system must specifically relate a proposed capital project to the plans required under this section.

Subd. 5. (HECB REVIEW AND COMMENT.) The higher education coordinating board shall review and comment on the reports prepared by the systems. In order to provide sufficient time for this review, systems shall submit the reports to the coordinating board on September 1 prior to the December 1 submission to the governor and legislature. Before the higher education coordinating board forwards its review and comment to the legislature, each system shall be given the opportunity by the higher education coordinating board to respond to the higher education coordinating board review. In order to provide sufficient time for the systems to respond,t he HECB shall provide copies of its review and comment to the systems by October 15 and the systems shall submit any responses to the higher education coordinating board by November 15, prior to the December 1 submission to the governor and the legislature. The system responses shall accompany the higher education coordinating board review and comment when it is submitted to the governor and the legislature. As part of its review and comment, the higher education coordinating board shall present information on the costs, enrollment, and participation in public post-secondary institutions and on the progress the systems and the board are making toward an integrated intersystem planning effort.

Appendix B

MISSION STATEMENT OF THE MINNESOTA COMMUNITY COLLEGE SYSTEM

(Adopted by the Minnesota Community College Board on January 4, 1984)

The Minnesota Community College System is dedicated to carrying out the State's commitment to lifelong learning. As equal opportunity institutions, community colleges serve people with varying interests, aspirations, and abilities, reaching many who otherwise would not have the option to pursue higher education. The colleges thus contribute to the development of informed citizens so essential to a strong democracy and a vital economy.

Community colleges provide quality programs and services on an affordable convenient basis. Programs and services are designed to meet the needs of individuals, local communities, and the State as a whole. The colleges demonstrate that access, diversity, and quality are the principles which underlie Minnesota's comprehensive network of post-secondary educational institutions. Helping people realize their potential, further their ambitions, and improve their lives is the purpose of a community college.

In carrying out its mission, the Minnesota Community College System provides:

(1) General Education (a) expanding the individual's social, cultural, ethical, and intellectual horizons through the investigation of broad areas of human knowledge and achievement; (b) aiding the individual in exploring possible career and life choices; and (c) imparting critical reasoning skills necessary to succeed in an increasingly complex society.

(2) Transfer Education in the Liberal Arts and Sciences (a) offering instruction at the freshman and sophomore levels of undergraduate education enabling the individual to earn a baccalaureate degree; and (b) addressing the latest advances in knowledge relevant to the individual's chosen course of study.

(3) Career Education of a technical or semi-professional nature which, when feasible, is offered cooperatively with other post-secondary institutions (a) offering certificates and/or associate degrees that, upon completion, permit the individual to secure employment in the occupational field for which preparation is sought; (b) providing instruction at the lower division level of undergraduate education enabling the individual to earn a baccalaureate degree in the occupational field for which preparation is sought; and (c) addressing the latest technological innovations in the occupational field for which preparation is offered.

(4) Continuing Education (a) enabling the individual to advance as well as maintain certification in an occupational field; and (b) providing personal growth and cultural enrichment.

(5) Developmental Education (a) recognizing the need for some individuals to improve their basic learning skills in order

to make satisfactory progress toward their educational objectives; and (b) supporting those individuals who though lacking college preparatory backgrounds have the potential to succeed with college-level academic work.

(6) Cooperative Programs and Services with school systems, business, industry, community agencies, and other institutions of post-secondary education (a) maintaining or improving the accessibility, quality, and diversity of post-secondary opportunities throughout the state; (b) enhancing programs and services available to students; and (c) producing a more efficient utilization of resources.

(7) Articulation with Secondary Schools (a) ensuring curricula are sufficiently correlated to prepare secondary students adequately for college-level studies; and (b) enhancing learning opportunities available to secondary students.

(8) Student Support Services enabling individuals to formulate and achieve their educational objectives.

(9) Student Activities encouraging individuals to participate in experience geared to their vocational, social, cultural and recreational interests.

(10) Community Services (a) offering cultural and recreational activities which encourage community as well as student involvement; (b) providing access to college facilities for community activities; and (c) assisting in the promotion of the social and economic well-being of those communities served by the colleges of the System.

(11) Open Access providing education and employment opportunities through action-oriented programs affirmatively recruiting students, faculty, and staff from different racial, sexual, ethnic, and social groups from all areas of society.

APPENDIX C:
MINNESOTA COMMUNITY COLLEGES: AGENDA FOR BIENNIAL COLLEGE PERFORMANCE AUDITS

I. Purpose of audits

II. Enrollment data

- A. Headcount/FTE
- B. Full-time/part-time
- C. Male/female
- D. Credit load
- E. Peak enrollments
- F. Enrollment projections for allocation purposes
- G. High school options/Alliss grant recipients
- H. Senior citizens
- I. Age
- J. Race/ethnicity
- K. Off-campus

III. Continuing education

- A. Continuing education unit reports

IV. Staffing/personnel

- A. Student/staff department ratios by HEGIS codes
- B. Full-time faculty equivalent student credit hours
- C. Ratios of staffing to enrollment
- D. Personnel expenditures and usage
- E. Employee age distribution

V. Student activities and services

- A. Ranking of net student activities/college center expenditures
- B. Other

VI. Student outcomes

- A. GPAs of community college transfers to State Universities (Mankato and St. Cloud)
- B. GPAs of community college transfers to University of Minnesota
- C. Placement of completers of career programs

VII. Fiscal data

- A. Expenditures, appropriations, and receipts
- B. Equipment purchases
- C. Fixed asset inventory

VIII. Conclusions

APPENDIX D: COMMUNITY COLLEGE - AVTI COOPERATION

D.1: AVTI/Community College Cooperation
in Minnesota, 1983-1986

D.2: Shared Community College - AVTI Programs

Appendix D.1: AVTI/COMMUNITY COLLEGE COOPERATION IN MINNESOTA, 1983-1986

May, 1983	Legislative mandate required cooperation plans from 26 Community Colleges/AVTIs.
July, 1983	New Chancellor and State Director each appointed a cooperation task force. Inver Hills Community College President Wallace Simpson headed CC group.
Sept. 6, 1983	Chancellor and State Director hired Dr. Nancy Wangen as a joint employee to be Director of Intersystem Cooperation.
Sept., 1983	An executive committee of CC presidents and AVTI directors drafted a format for planning and reporting to the Legislature.
Sept.-Dec. 1983	Cooperation sites developed plans.
Jan., 1984	Preliminary report on cooperation presented to the Legislature.
Jan. 1984 - present	Cooperation sites worked on implementation of plans.
Jan., 1984	CC/AVTI board office staff in instruction, staff development and student services began meeting to address implementation issues.
Mar. 31, 1984	Northern Minnesota CC/AVTI administrators held first joint meeting as part of a Blandin Foundation project.
May-Aug.,1984	Three task forces with 20 campus and 10 board office representatives studied cooperation issues. Subcommittee on mission identified criteria for differentiation. Subcommittee on student services developed model procedures for joint programs.
Summer, 1984	Northwestern Bell cooperative assessment and retraining project began.
Sept., 1984	Systems reached agreement on cooperation principles recommended by three task forces.
Sept., 1984	First of four joint staff development sessions on cooperation held at Austin CC/AVTI.
Sept., 1984	Joint workshop trained 26 local planners on how to do cooperative planning scans.

Appendix D.1: AVTI/Community College Cooperation in Minnesota, 1983-1986 (continued)

Oct., 1984	Joint statewide workshop given for health professionals in both systems.
Oct., 1984	Trained CC/AVTI team of 18 campus and board administrators interviewed all Austin CC/AVTI staff on change and cooperation.
Oct.-Dec., 1984	Cooperating CCs and AVTIs reviewed and updated their plans for the Legislature.
Nov. 12, 1984	AVTI/CC campus and board representatives held first meeting with Wisconsin counterparts to discuss interstate coordination.
Jan., 1985	Cooperation Progress Report presented to the Legislature.
Jan., 1985	Task Force on Missions appointed by Chancellor and State Director.
Feb.-Mar., 1985	System planners and Director of Intersystem Cooperation met with staff at all cooperation sites.
Spring, 1985	Meetings between Task Force on Missions and campus continuing education staff studied processes for coordination of continuing education activity.
April, 1985	The Higher Education Advisory Council appointed a four systems' mission advisory group to study and make recommendations on mission differentiation.
May, 1985	Legislature mandated post-secondary systems differentiate missions. Changed statute defining AVTI authority to grant association degrees.
Summer, 1985	Campus continuing education personnel were interviewed on cooperation for economic development.
August, 1985	Mission clarification identified as initiative for FY86 and reviewed with State Board for Vocational Technical Education.
Sept.-Nov., 1985	Task Force on Missions began study of mission issues.
Sept. 5, 1985	Mission clarification activities reported to AVTI directors at September meeting.

Appendix D.1: AVTI/Community College Cooperation in Minnesota, 1983-1986 (continued)

Nov. 4, 1985	Ad hoc committee of AVTI directors appointed to provide input on variety of AVTI issues including mission clarification and associate degree standards.
Nov. 19, 1985	Prior to meeting with the AVTI leadership regarding a formal agreement, mission differentiation issues were presentedto all CC presidents at their meeting at St. Cloud State University.
Dec. 5, 1985	At the request of the Chancellor, a meeting was held in Bloomington with a representative group of president, the Chancellor, and members of his staff, for an extended discussion of mission issues prior to meetings with AVTI leadership.
Dec. 9-10, 1985	The Chancellor, State Director, and staff held first meetings to explore positions on a formal mission agreement.
Dec., 1985	Intersystem Program Committee held its first monthly meeting.
Jan., 1986	State Director briefed SBVTE and Chancellor briefed CC Board on mission differentiation at their regular meetings.
Feb. 4-6, 1986	Chancellor and State Director met with staff to discuss content of a proposed mission agreement.
Feb., 1986	State Director reported on mission differentiation meetings and proposals at SBVTE meeting.
Feb., 1986	The Higher Education Coordinating Board Task Force issued report on Associate Degree Standards.
Feb., 1986	First draft of a mission agreement was completed.
Feb. 26-27, 1986	CC presidents discussed first draft of a mission agreement.
Feb. 27, 1986	Meeting to review first draft of mission agreement held with ad hoc committee of AVTI directors.
Mar., 1986	First draft of mission agreement presented to SBVTE.
Mar. 19, 1986	CC Board reviewed draft of mission agreement. Copies distributed to Minnesota Community College Faculty Association representatives.

Appendix D.1: AVTI/Community College Cooperation in Minnesota, 1983-1986 (continued)

Mar. 31, 1986	Special CC presidents' meeting held to discuss a revised draft of mission agreement.
April 1, 1986	Draft of mission agreement reviewed and discussed with AVTI directors at full day meeting.
April 7, 1986	Report provided to SBVTE on associate degree standards and mission agreement.
Apr. 10, 1986	CC Board was updated on mission agreement discussions.
May 4, 1986	Chancellor and State Director met to review responses and revise mission agreement.
May 7, 1986	CC presidents had a lengthy discussion of proposed mission agreement at their regular May meeting.
May 12, 1986	Proposed mission agreement presented as information item to SBVTE.
May, 1986	Key legislators and legislative staff reviewed proposed agreement.
May 21, 1986	CC Board discussed the proposed mission agreement.
April, May & June, 1986	State director and state board staff members reviewed proposed agreement with a variety of vocational audiences including State Council for Vocational Technical Education, president and executive secretary of Minnesota Vocational Association, AVTI extension directors and assistant directors, AVTI related instructors, and faculty of several institutes.
May, 1986	Joint meetings with AVTI/CC staff development, fiscal affairs, legislative affairs, and student services staff discussed proposed mission agreement and need for technical assistance to cooperating campuses.
June, 1986	A representative group of faculty and board office staff met to plan several statewide seminars about the mission agreement. Local cooperation planning groups would be invited to attend.
June 9, 1986	Opportunity for testimony on proposed mission agreement scheduled on SBVTE agenda.

Appendix D.1: AVTI/Community College Cooperation in Minnesota, 1983-1986 (continued)

June, 1986	External groups reviewed the proposed cooperation agreements. (H.E.C.B., Minnesota Business Partnership, High Tech Council, State Planning Agency, Minnesota Association of Commerce and Industry, AFL-CIO, Governor's staff, Citizens League.)
June 16, 1986	At a special meeting, CC presidents achieved consensus on recommending the proposed cooperation agreement for board approval.
June 23, 1986	Senators Pehler and Waldorf and Representatives Erickson and Haukoos, chairs of committees dealing with cooperation legislation, sent letters informing their colleagues of the proposed agreement.
July 10, 1986	CC Board scheduled special meeting for discussion of proposed mission agreement for August 5.
July 15, 1986	SBVTE unanimously approved the mission differentiation agreement.
Fall, 1986	CC Board approval of mission differentiation agreement pending.
Summer, 1986	The Intersystem Planning Committee and the Task Force on Missions continued to meet monthly.

APPENDIX D.2: SHARED COMMUNITY COLLEGE - AVTI PROGRAMS

CAREER PROGRAM	OFFERED BY	
	COMMUNITY COLLEGE	AVTI
Bio-Medical Equipment Technology	Lakewood	NE Metro
Health Care Mid-Management	Lakewood	NE Metro
Human Services	Rochester	Rochester
Medical Laboratory Technician	Hibbing	Hibbing
Medical Records Technician	Anoka Ramsey North Hennepin	Anoka Hennepin TC
Neuro-Diagnostic Technician	Anoka-Ramsey	Anoka
Occupational Therapy Assistant	Anoka-Ramsey	Anoka
Orthotics Technician	Lakewood	NE Metro
Prosthetic Technician	Lakewood	NE Metro
Respiratory Therapy	Anoka-Ramsey	Anoka
Fashion/Apparel Occupations	Lakewood	NE Metro
Marketing	Austin	Austin
Secretarial Science	Austin	Austin
Graphics	Austin Lakewood	Austin NE Metro
Mass Media Technology	North Hennepin	Hennepin TC
Radio-TV Broadcasting	Austin	Austin
Agriculture Production Management	Austin	Austin
Fire Protection	North Hennepin	Hennepin TC
Law Enforcement	Hibbing	Hibbing
Legal Assistant/Para-Legal	Austin	Austin
Automotive Technology	Inver Hills	Dakota Cty.

Appendix D.2: Shared Community College - AVTI Programs (continued)

CAREER PROGRAM	OFFERED BY COMMUNITY COLLEGE	AVTI
Data Processing/Computer Programming	Minneapolis Rochester	Minneapolis Rochester
Electrical Musical Instrument Repair	Rochester	Rochester
Interior Design Technician	Lakewood	NE Metro
Numerical Control Machining	Austin	Austin
Air Traffic Control	Anoka-Ramsey	Anoka

APPENDIX E: ENROLLMENT PROFILE

E.1: Minnesota Community Colleges Enrollment Trends, FY 74 - 85

E.2: Projected Total FYE Enrollment for Minnesota Community Colleges, FY 1986-2004 (Systemwide)

E.3: Student Enrollment Status for Minnesota Community Colleges, 1976-86 (Systemwide)

E.4: Enrollment by Sex at Minnesota Community Colleges, 1976-86 (Systemwide, 10th Day, Fall Quarter)

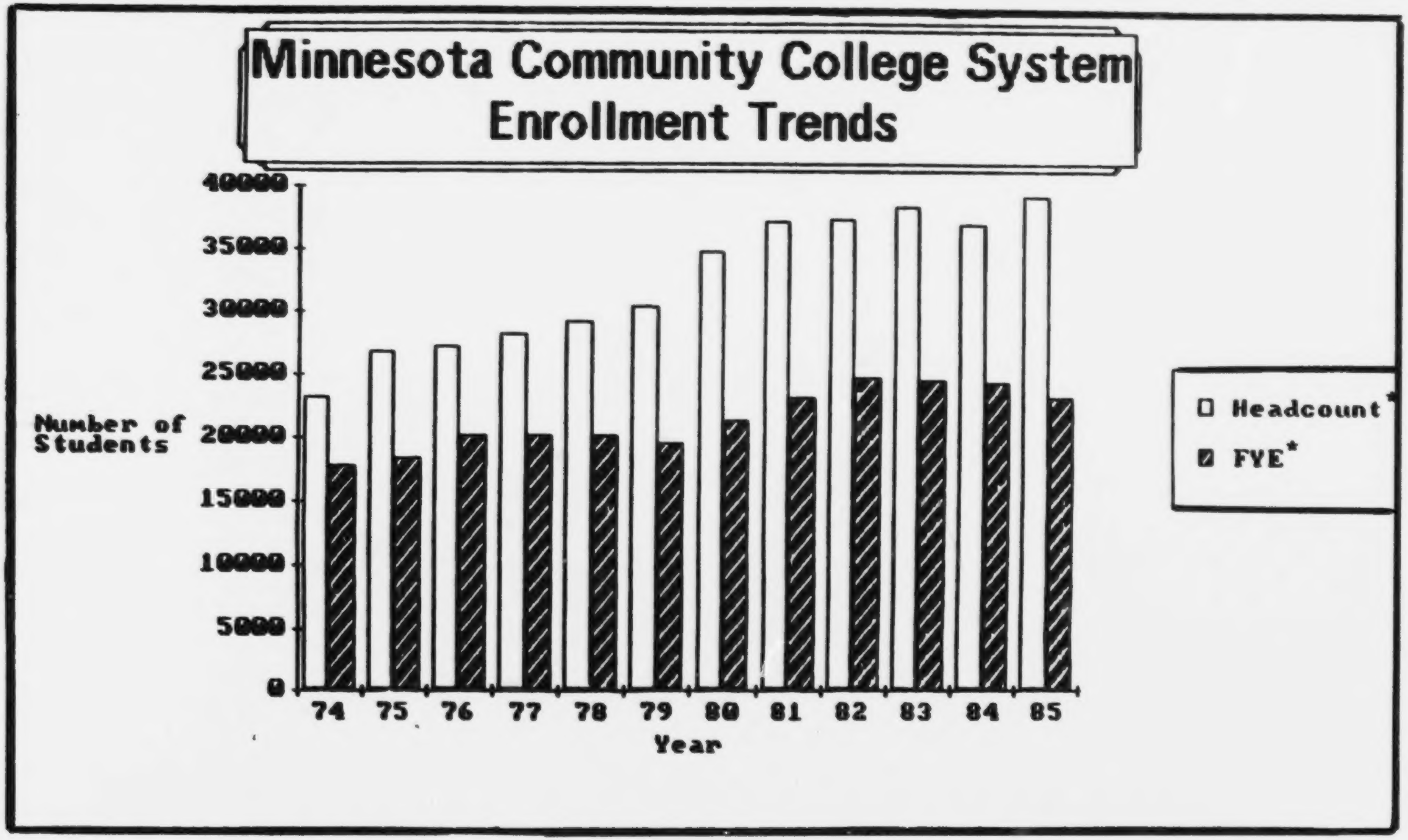
E.5: Distribution of Students by Type of Program at Minnesota Community Colleges, 1977-86 (Systemwide)

E.6: FYE Enrollment by Discipline Categories in Minnesota Community Colleges, FY 86 (Systemwide)

E.7: Age Distribution of Minnesota Community College Students in Percentages, 1979-85 (Systemwide)
E.7.a: All Students
E.7.b: Full-Time Students
E.7.c: Part-Time Students

E.8: Number of Minnesota High School Graduates Compared with Enrollments (Headcounts) in Minnesota Community Colleges, 1976-86

E.9: Student/Faculty Ratio by Discipline Categories, 1985-86 Academic Year



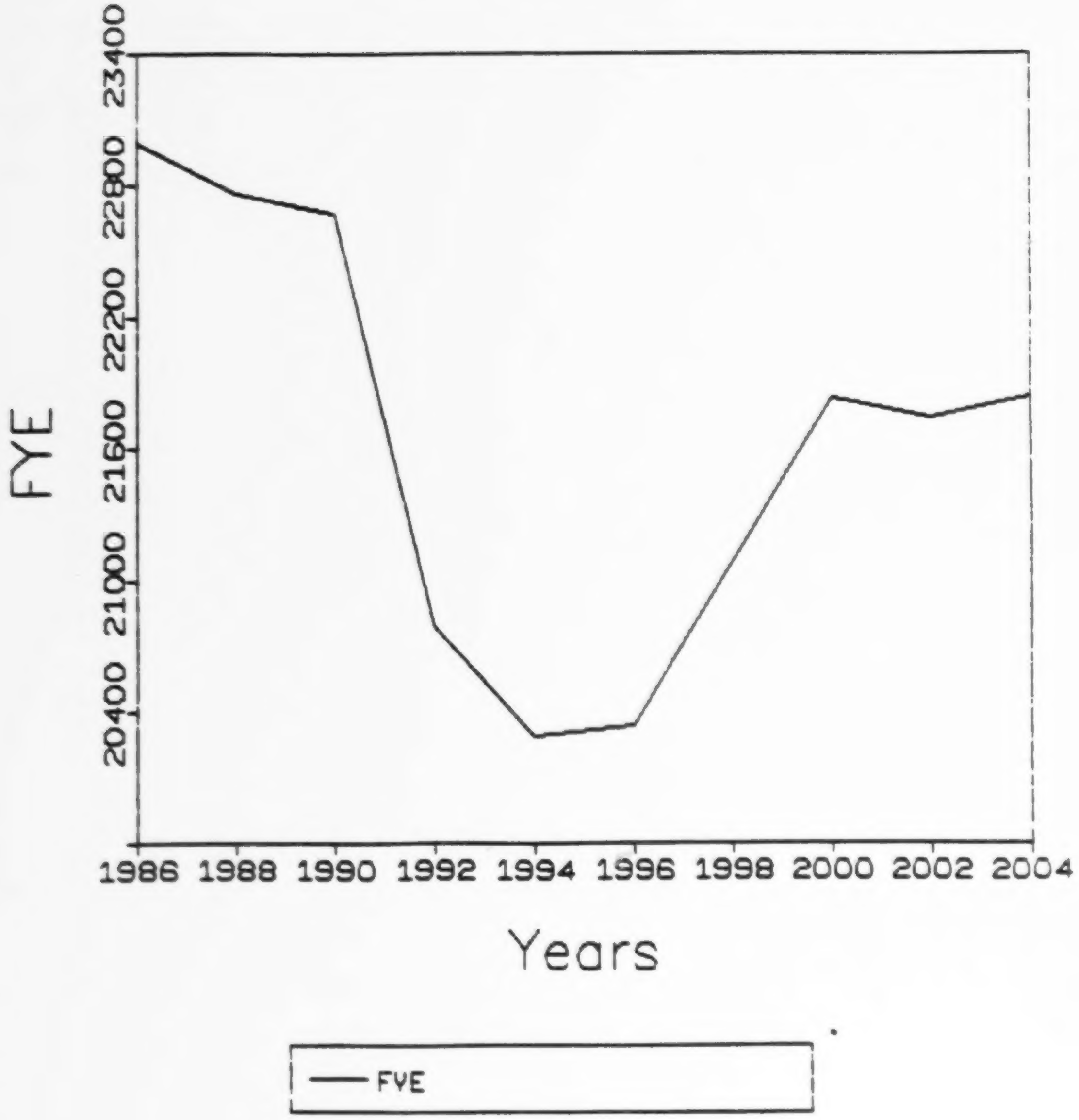
APPENDIX E.1: MINNESOTA COMMUNITY COLLEGE SYSTEM
ENROLLMENT TRENDS, 1974-85

* 10th day fall enrollment report

APPENDIX E.2

PROJECTED TOTAL FYE ENROLLMENT FOR MINNESOTA COMMUNITY COLLEGES (SYSTEMWIDE)

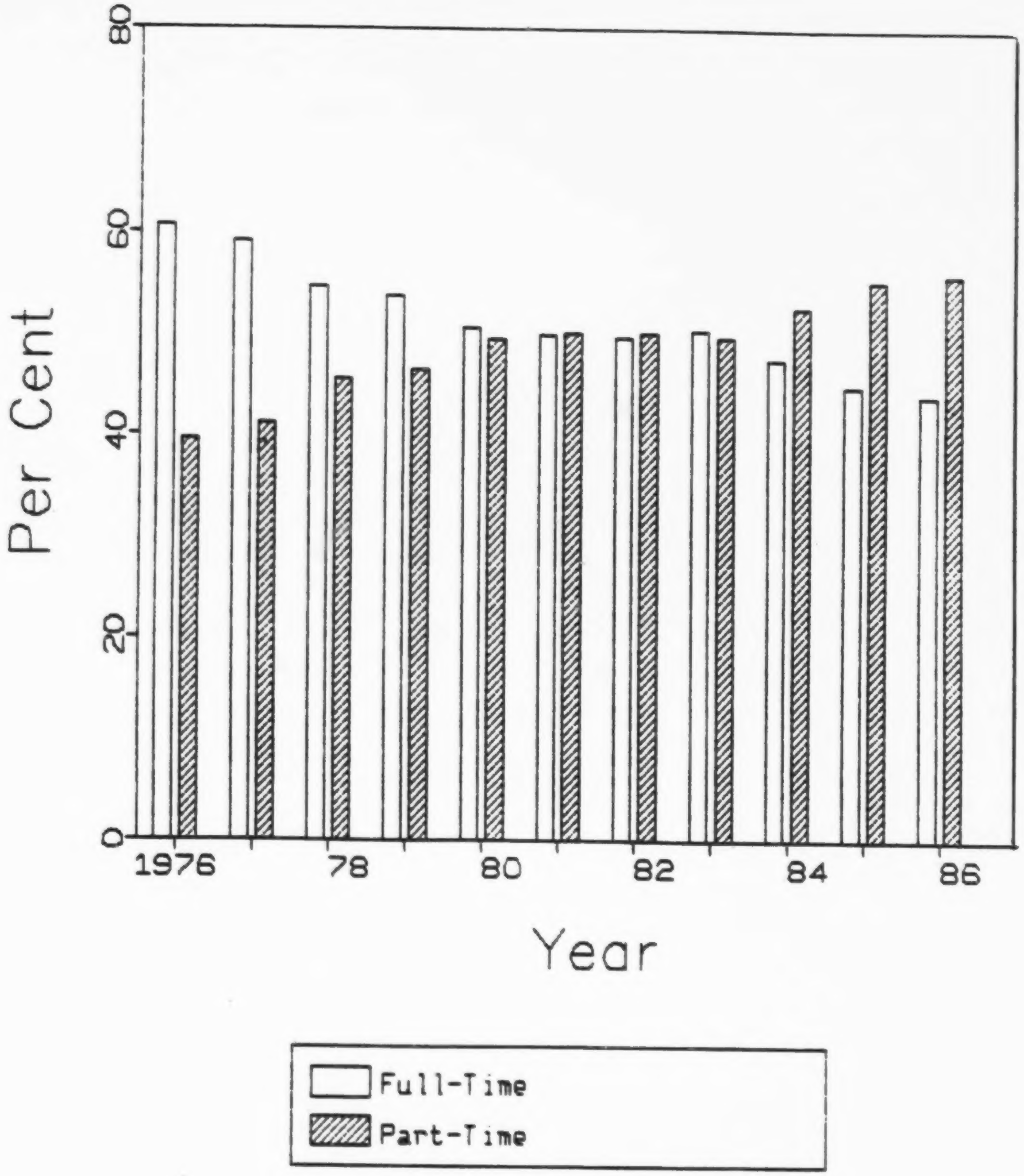
FISCAL YEARS 1986 - 2004



Source: Minnesota Higher Education Coordinating Board

APPENDIX E.3

STUDENT ENROLLMENT* STATUS, 1976-86
MINNESOTA COMMUNITY COLLEGES
(Systemwide)



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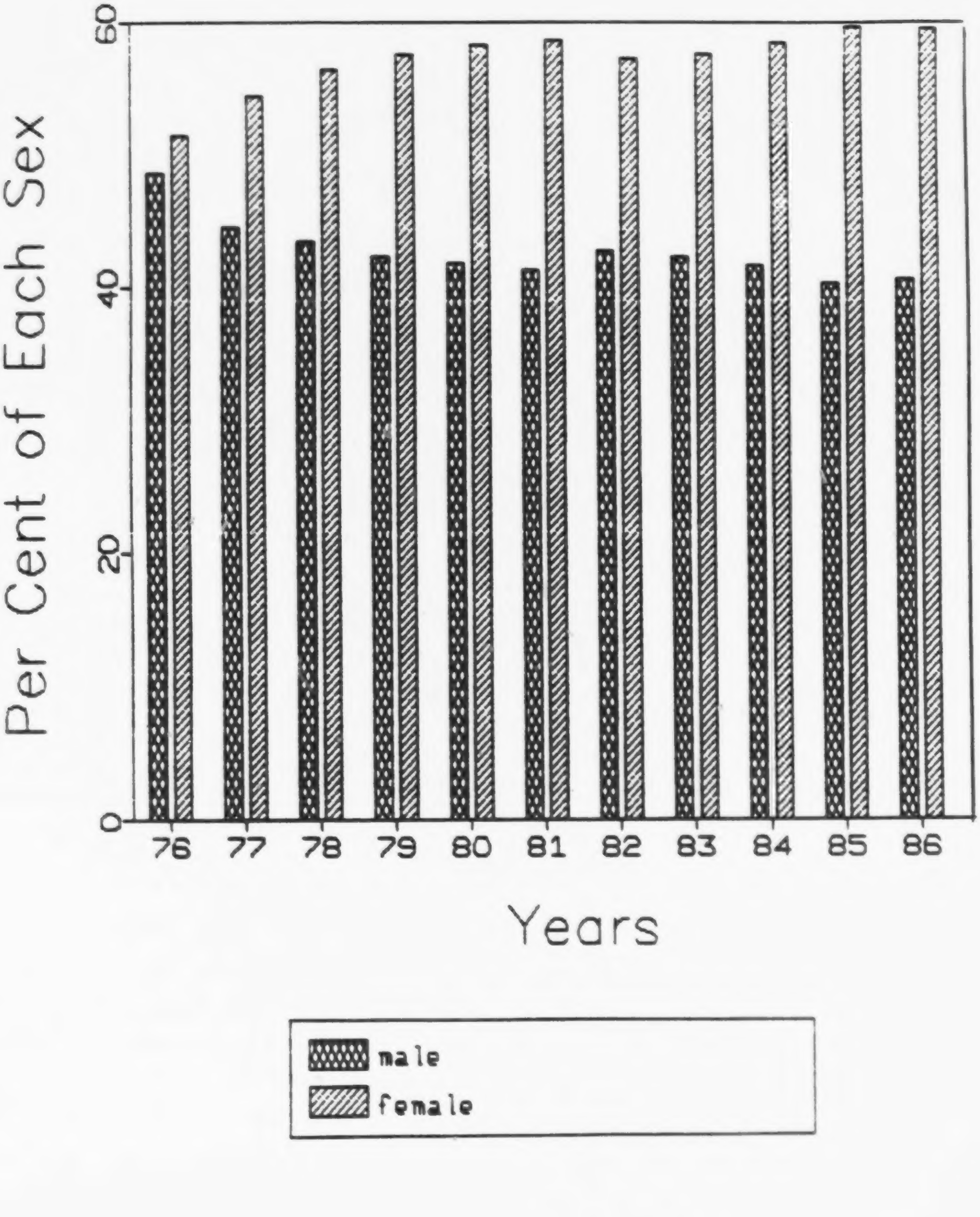
* 10th day, fall quarter

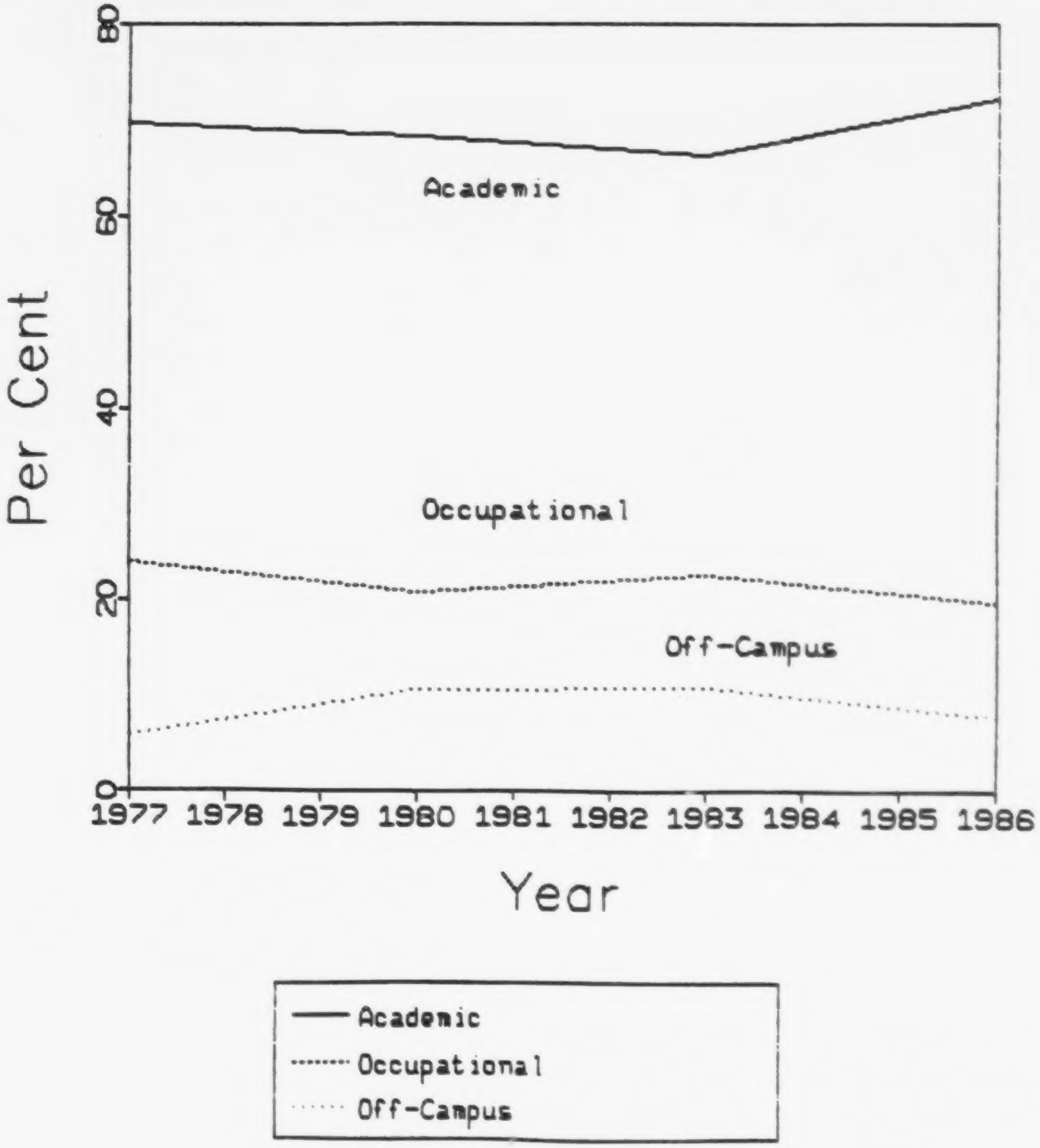
APPENDIX E.4

ENROLLMENT BY SEX
MINNESOTA COMMUNITY COLLEGES
(Systemwide, 10th Day, Fall Quarter, 1976-86)



APPENDIX E.5

DISTRIBUTION OF STUDENTS BY TYPE OF PROGRAM*, 1977-86
MINNESOTA COMMUNITY COLLEGES
(Systemwide)



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* Based on 10th Day Enrollment Reports, Fall, Winter and Spring Quarters

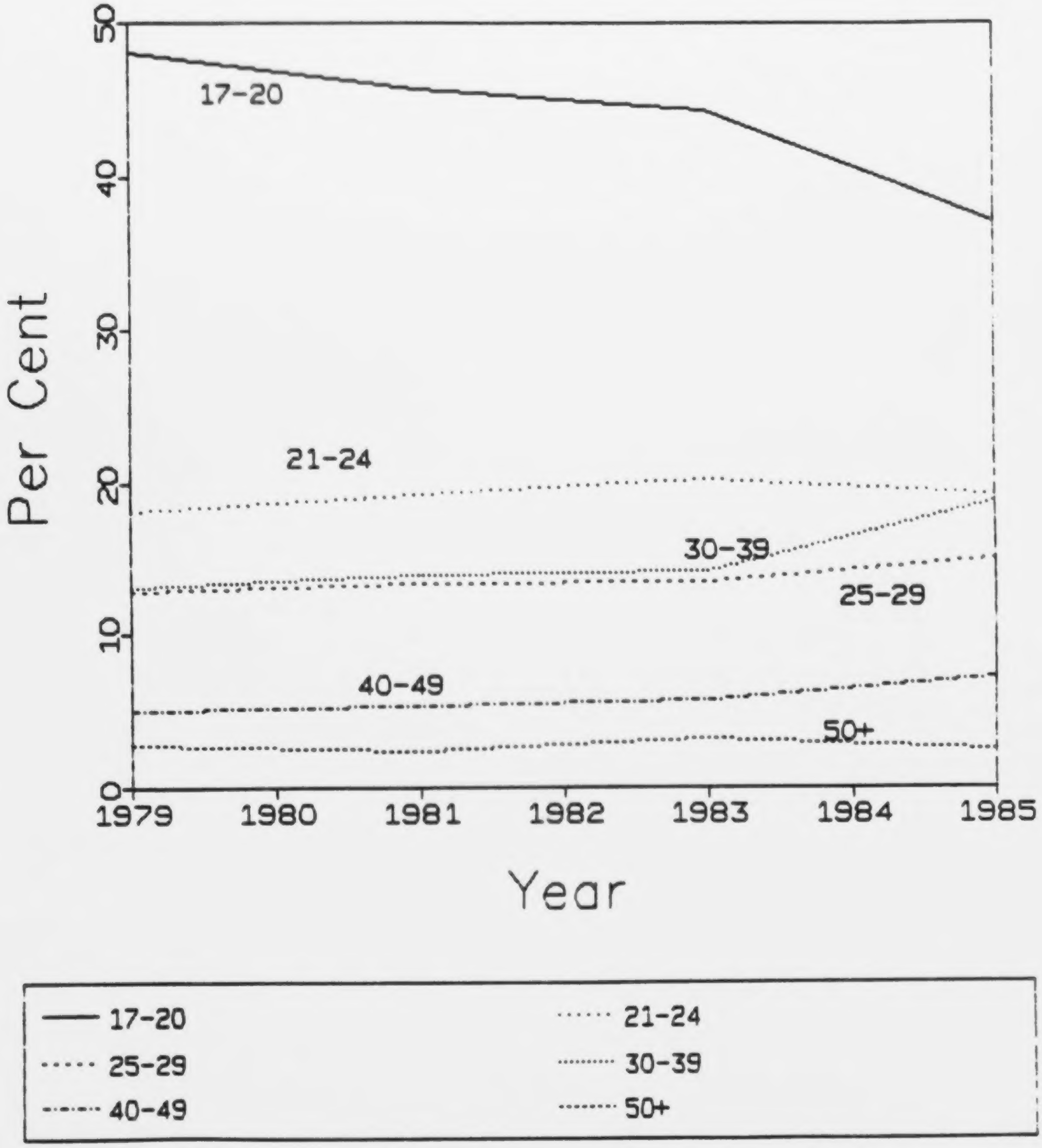
APPENDIX E.6: FYE ENROLLMENT BY DISCIPLINE CATEGORIES IN MINNESOTA COMMUNITY COLLEGES, FY 86 (SYSTEMWIDE)

DISCIPLINE CATEGORY	ENROLLMENT
Study Skills/Career Orientation	550
Biology	976
Business Management and Secretarial	1162
Journalism, Mass Media	114
Computer Science	892
Physical Education/Health	1180
Engineering (Transfer)	62
Fine Arts	1054
Foreign Language	373
English/Speech	3442
Mathematics	2525
Physical Sciences	917
Psychology	1282
Social Studies	2916
Inter-disciplinary	219
Humanities/Philosophy	471
Other (Transfer)	100
Business Management	1758
Secretarial Tech.	841
Graphic Arts/Comm.	87
Human and Public Service	757
Engineering Tech.	234
Data Processing	93
Nursing/Dental	883
Environmental/Energy	93
Health Tech. and Prog.	269
Summer Session	987
TOTAL	24,237

APPENDIX E.7

AGE DISTRIBUTION OF MINNESOTA COMMUNITY COLLEGE STUDENTS IN PERCENTAGES, 1979-85 (SYSTEMWIDE, 10TH DAY, FALL QUARTER)

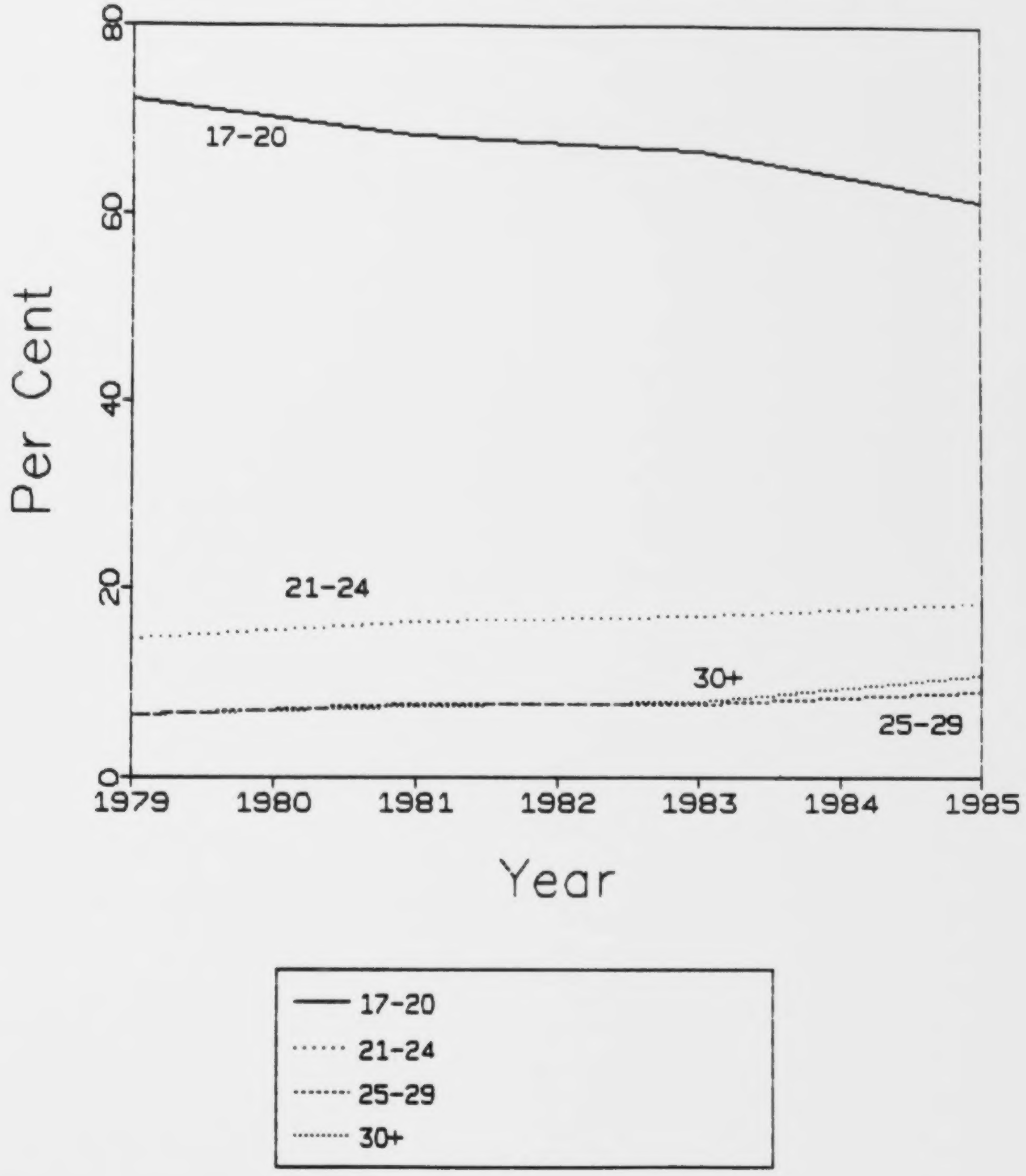
Appendix E.7.a: ALL STUDENTS



APPENDIX E.7

AGE DISTRIBUTION OF MINNESOTA COMMUNITY COLLEGE STUDENTS IN PERCENTAGES, 1979-85 (SYSTEMWIDE, 10TH DAY, FALL QUARTER)

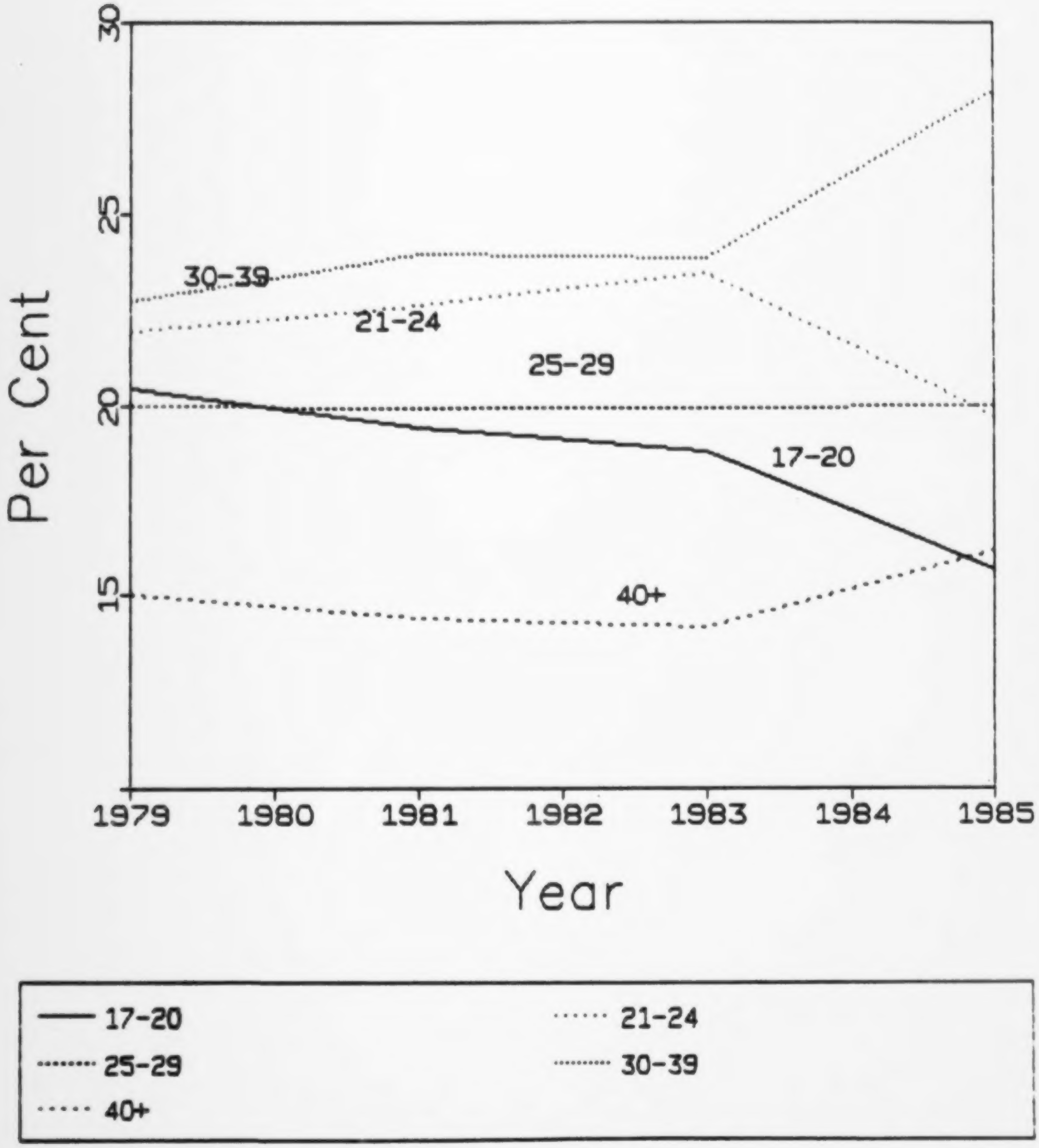
Appendix E.7.b: FULL-TIME STUDENTS



APPENDIX E.7

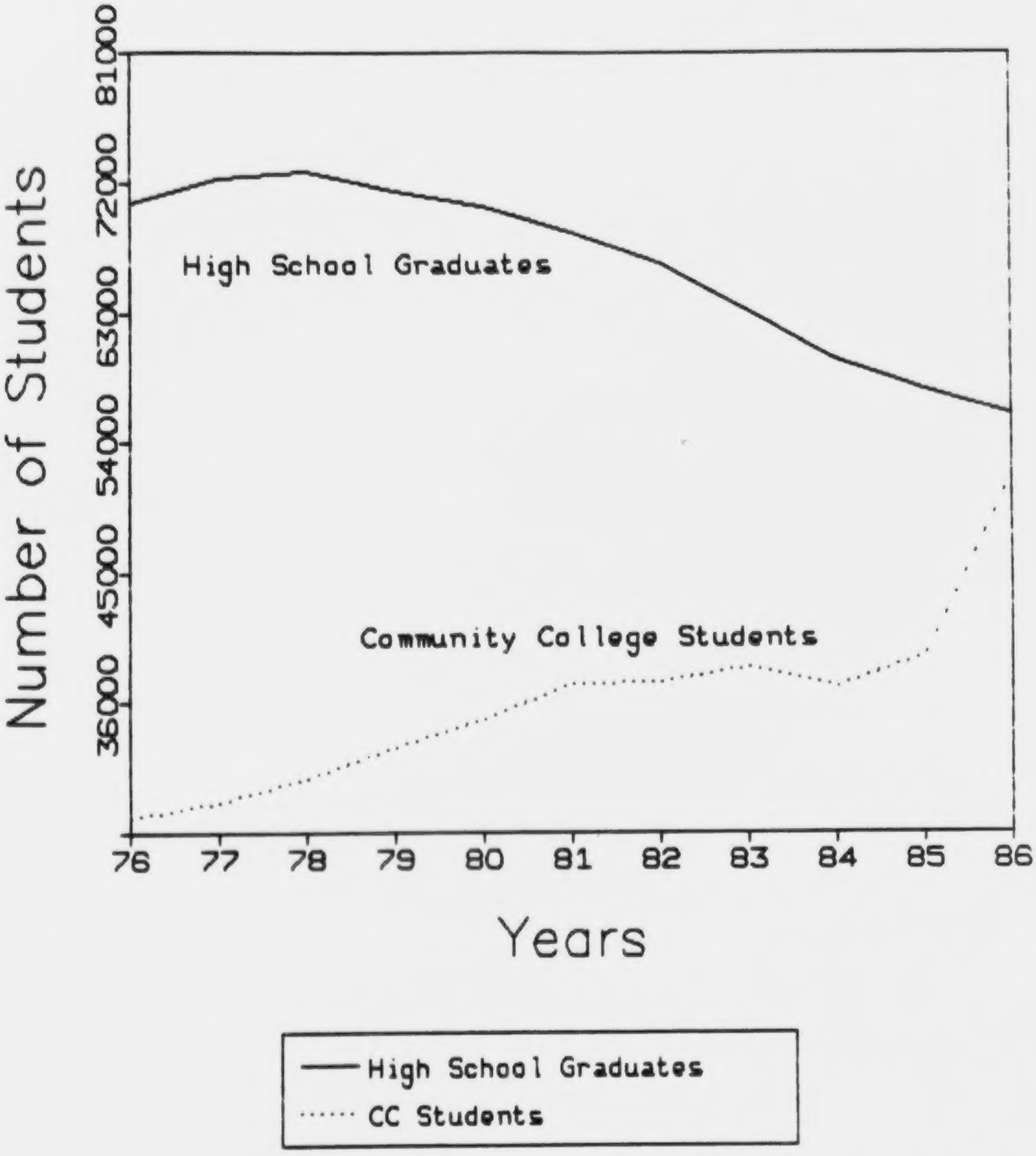
AGE DISTRIBUTION OF MINNESOTA COMMUNITY COLLEGE STUDENTS IN PERCENTAGES, 1979-85 (SYSTEMWIDE, 10TH DAY, FALL QUARTER)

Appendix E.7.c: PART-TIME STUDENTS



APPENDIX E.8

NUMBER OF MINNESOTA HIGH SCHOOL GRADUATES COMPARED WITH ENROLLMENTS (HEADCOUNT) IN MINNESOTA COMMUNITY COLLEGES, 1976-86



Sources: MN Department of Education, Minnesota Community College System

APPENDIX E.9: STUDENT/FACULTY RATIO BY DISCIPLINE CATEGORIES, 1985-86 ACADEMIC YEAR**

DISCIPLINE CATEGORIES	STUDENT/FACULTY RATIO
Study Skills/Career Orientation	32.4
Biology	24.2
Business Management and Secretarial	35.1
Journalism, Mass Media	21.8
Computer Science	25.9
Physical Education/Health	25.8
Engineering (Transfer)	11.6
Fine Arts	21.7
Foreign Language	21.5
English/Speech	26.4
Mathematics	27.9
Physical Sciences	18.9
Psychology	39.6
Social Studies	34.7
Inter-disciplinary	18.3
Humanities/Philosophy	34.6
Other (Transfer)	7.3
Business Management	31.9
Secretarial Tech.	26.6
Graphic Arts/Comm.	20.1
Human and Public Service	35.7
Engineering Tech.	18.2
Data Processing	18.5
Nursing/Dental	9.2
Environmental/Energy	13.7
Health Tech. and Prog.	21.2
Summer Session	24.1
OVERALL FOR SYSTEM	25.3

** Preliminary data, 4/10/86

APPENDIX F: FISCAL PROFILE, MINNESOTA

F.1: Resident Tuition/Fees in Community/Technical Colleges, 1985-86

F.2: General Fee (Tuition) for Minnesota Community Colleges, 1977-78 through 1986-87

F.3: Average Cost per FYE in Community College Programs, FY 85

F.4: Expenditures and Appropriations in Constant Dollars per FYE for Minnesota Community Colleges, FY 67-85

APPENDIX F.1: RESIDENT TUITION/FEES IN COMMUNITY/TECHNICAL COLLEGES

Estimated State Averages for Full-Time Students, 1985-86

1.	Indiana	$ 1200
2.	New York	1196
3.	MINNESOTA	1170
4.	Wisconsin	1146
5.	Vermont	1102
6.	Ohio	1057
7.	Pennsylvania	1041
8.	North Dakota	1018
9.	Maine	925
10.	Massachusetts	867
11.	Iowa	860
12.	New Jersey	852
13.	Georgia	846
14.	Utah	815
15.	Maryland	813
16.	Virginia	799
17.	Michigan	796
18.	Rhode Island	790
19.	Colorado	778
20.	Idaho	728
21.	Illinois	715
22.	Washington	699
23.	Delaware	684
24.	Nebraska	638
25.	Alaska	636
26.	Kansas	630
27.	Oregon	625
28.	Nevada	619
29.	Connecticut	604
30.	Louisiana	590
31.	Tennessee	570
32.	Florida	560
33.	West Virginia	552
34.	Texas	533
35.	South Carolina	527
36.	Kentucky	520
37.	Arkansas	502
38.	Missouri	489
39.	Mississippi	484
40.	Montana	479
41.	Oklahoma	456
42.	Alabama	450
43.	Arizona	420
44.	Wyoming	408
45.	New Mexico	352
46.	Hawaii	240
47.	North Carolina	174
48.	California	100

48 State Average * : $ 688

* Does not include New Hampshire and South Dakota

Source: Council for Post-Secondary Education, State of Washington, 12/85

APPENDIX F.2: MINNESOTA COMMUNITY COLLEGES' GENERAL FEE (TUITION) 1977-78 ACADEMIC YEAR THROUGH 1986-87 ACADEMIC YEAR

ACADEMIC YEAR	GENERAL FEE
1977-78	$11.50
1978-79	12.00
1979-80	12.75
1980-81	13.50
1981-82	15.00
1982-83	18.25
1983-84	22.50
1984-85	24.50
1985-86	26.00
1986-87	26.50

APPENDIX F.3: AVERAGE COST PER FYE IN COMMUNITY COLLEGE PROGRAMS, FY 85 (SYSTEMWIDE)

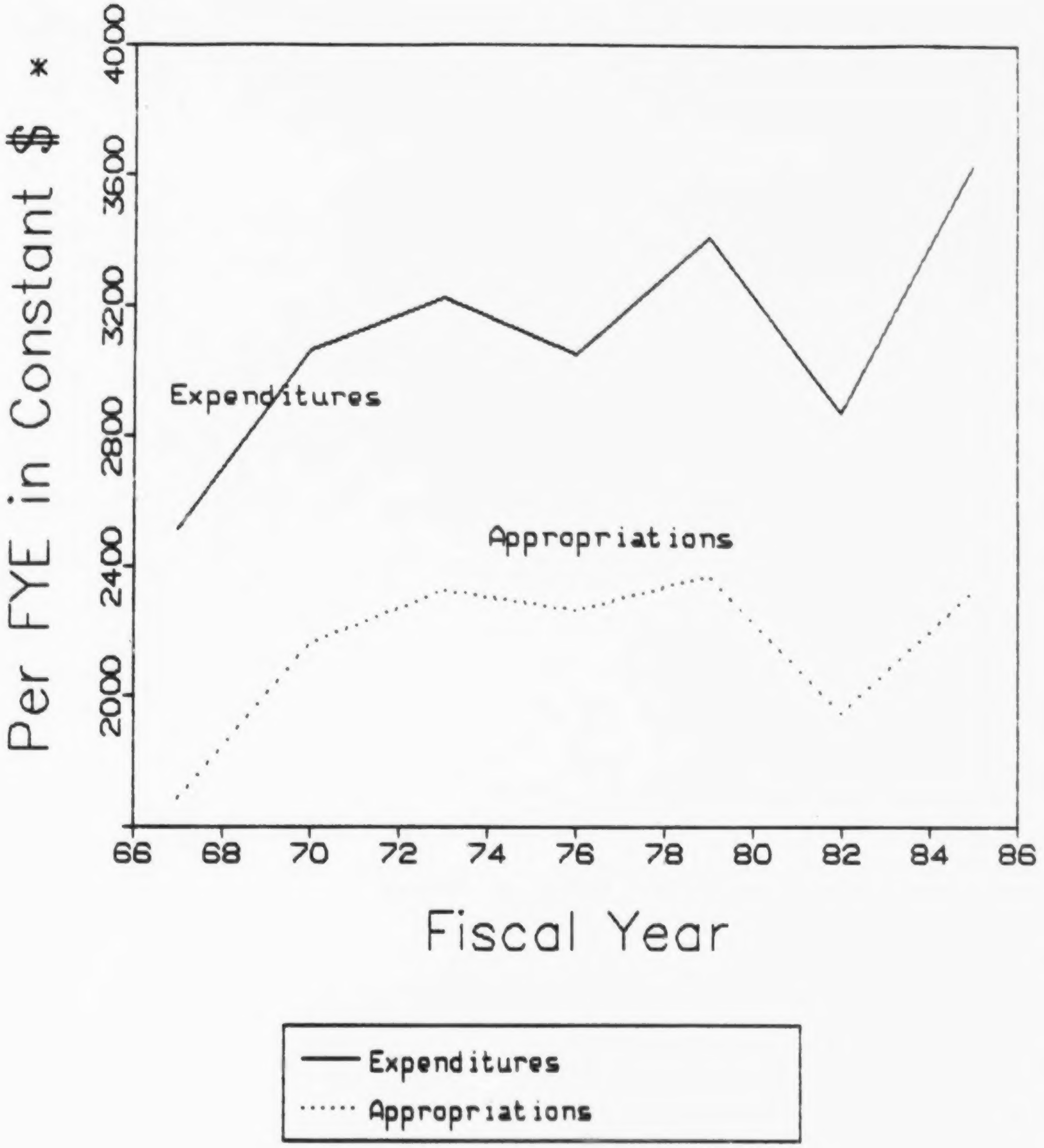
	Average Cost FYE, FY 85
Programs - Academic	
Physical Sciences	$3,775
Inter-Disciplinary	3,841
Journalism/Mass Media	3,313
Computer Science	3,026
Fine Arts	3,563
Engineering	3,902
Physical Ed./Health	3,210
Biology	3,173
English/Speech	3,153
Study Skills - Career Orientation	2,702
Humanities/Philosophy	2,732
Social Sciences	2,811
Mathematics	2,845
Agriculture/American Studies/Other	4,488
Psychology	2,524
Business Management/ Secretarial	2,572
Programs - Occupational	
Nursing/Dental	4,841
Engineering Technologies	4,504
Graphic Arts/ Communications	4,321

Appendix F.3: Average Cost Per FYE in Community College Programs, FY 85 (SYSTEMWIDE) (continued)

Programs - Academic	Average Cost FYE, FY 85
Health Technologies/ Other Health Programs	3,173
Environmental/ Energy/Agriculture	3,916
Secretarial Technology	3,216
Data Processing	2,787
Business Management	2,644
Human/Public Services/ Aviation	2,626
Summer Session	2,809

APPENDIX F.4

EXPENDITURES AND APPROPRIATIONS IN CONSTANT DOLLARS PER FYE FOR MINNESOTA COMMUNITY COLLEGES, FY 1967-85 (SYSTEMWIDE)



* CPI (monthly average) 1984-85 = 100.00

APPENDIX G: CURRICULUM PROFILE
MINNESOTA COMMUNITY COLLEGES

G.1: Program Offerings

G.2: Discontinued/Deferred Programs

APPENDIX G.1: PROGRAM OFFERINGS

Career Programs

	Anoka-Ramsey	Austin	Brainerd	Fergus Falls	Hibbing	Inver Hills	Itasca	Lakewood	Mesabi	Minneapolis	Normandale	North Hennepin	Northland	Rainy River	Rochester	Vermilion	Willmar	Worthington
Allied Health/Human Services																		
Associate Degree Nursing – Mobility (1)	•		•	•	•	•		•		•	•	•	•		•		•	•
Associate Degree Nursing – Generic (1)	•	•			•	•		•		•	•	•			•			•
Bio-Medical Equipment Technology (1)								★										
Cardiopulmonary Technology (1)												•						
Chemical Dependency Worker (3)				•				•		•								
Child Development (1)			•															
Clinical Child Care Worker (3)		•																
Dental Assistant (1)											•							
Dental Hygiene (1)											•							
Dietetic Technician (1)								★			•							
Health Care Mid-Management (4)						•												
Histology Technician (1)				•														
Human Services (3)	•	•		•		•	•	•	•	•				•	★		•	•
Interpreter Training (1)						★												
Medical Laboratory Technician (1)				•	★										•			
Medical Assistant (1)											•				•			
Medical Records Technician (4)	★											★						
Neuro-Diagnostic Technician (1)	★																	
Non-Invasive Cardiology Technician (1)												•						
Nurse's Aide (2)							•											
Occupational Therapy Assistant (1)	★	•																
Orthotics Technician (3)								★										
Practical Nursing (2)				•			•							•				•
Prosthetic Technician (3)								★										
Radiologic Technology (1)					•	•						•			•		•	
Respiratory Therapy (1)	★														•			
Therapeutic Recreation (3)						•							•					
Business																		
Accounting (3)	•					•	•	•			•	•		•		•		
Construction Management (4)						•						•						
Entrepreneurship (1)			★															
Fashion/Apparel Occupations								★							•			
Financial Management (1)						•												
General Business Management (3)								•					•		•			•
Hospitality Management (3)											•							
Manufacturing Management (4)												•						
Marketing (3)	•	★		•		•	•	•	•		•	•			•			
Medical, Legal, Technical Secretarial (1)						•	•				•	•			•			
Personnel Assistant (1)			★															
Secretarial Science (1)	•	★		•	•	•	•	•	•		•	•		•	•	•		•
Small Business Management (3)						•					•							
Supervisory Management (3)						•												
Communications																		
Filmmaking (3)						•												
Graphics (1)		★						★				•						
Mass Media Technology (1)												★			•			
Radio-TV Broadcasting (1)		★																
Video Production (1)						•												
Natural Resources/Agriculture																		
Agri-Business (3)																		•
Agriculture-Production Management (1)		★																•
Environmental Analysis Technician (1)																•		
Forest Technology: Computer Aided (1)							•											
Natural Resources Technology (1)																•		
Water Resources Technology (1)																•		

Chart continued on next page

• Community College Programs ★ Shared Programs with AVTI (others pending)

Career Programs Chart Key

1. Technical. Two-year occupational programs comprised of specialized technical coursework and required general education which prepare students for employment.

2. Vocational Certificate. One-year programs which concentrate on specialized vocational coursework and prepare students for employment.

3. Employment Option. Programs which allow the student to choose employment or transfer, in that the specialized occupational coursework can be transferred as electives and the distributed general education is sufficient to meet requirements in four-year institutions.

4. Continuing Education. Occupational programs designed for persons already employed in a field where the program will significantly affect advancement potential.

APPENDIX G.1: PROGRAM OFFERINGS (continued)

Career Programs continued

	Anoka Ramsey	Austin	Brainerd	Fergus Falls	Hibbing	Inver Hills	Itasca	Lakewood	Mesabi	Minneapolis	Normandale	North Hennepin	Northland	Rainy River	Rochester	Vermilion	Willmar	Worthington
Public Service																		
Fire Protection (4)												★						
Law Enforcement (3)					★	●		●	●	●	●	●	●		●		●	
Legal Assistant/Para-Legal (1)						●						●	●	●				
Public Safety Services Specialist (1)										●								
Technical																		
Automated Mfg. Eng. Technology (1)						★									●			
Automotive Technology (1)						★						★						
Building Inspection (1)						●						●						
Business Machine Repair Technology (1)														●				
Civil Engineering Technology (1)															●			
Data Processing/Computer Programming (1)								●		★	●				★			
Drafting & Design (1)					●													
Electrical Musical Instrument Repair (1)															★			
Electronics Engineering Technology (1)	●														●			
Electronics Technology (1)												★						
Interior Design Technician (1)								★										
Mechanical Engineering Technology (1)											●				●			
Microprocessor Technology (1)									●									
Numerical Control Machining (1)		★																
Small Engine Mechanics (2)														●				
Welding (2)							●											
Transportation																		
Air Traffic Control (1)	★					●												
Aviation Maintenance (1)													★					
Business Aviation (1)						●												
Professional Pilot (3)						●										●		
Transportation Management (3)						●						●						
Wilderness Pilot (3)																●		

● Community College Programs ★ Shared Programs with AVTI (others pending)

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APPENDIX G.2: DISCONTINUED/DEFERRED PROGRAMS, FY 84-86

College	Program	Discontinued	Deferred
Anoka-Ramsey	Child Development Asst. **	X	
	Respiratory Therapy Tech.	X	
	Real Estate		X
Arrowhead - Itasca	Real Estate		X
Austin	Clerk-Typist	X	
Clearwater - Fergus Falls	Accounting Tech.		X
Inver Hills	Occupational Health & Safety		X
	Real Estate		X
Lakewood	Communications Tech: Graphics	X	
	Corrections		X
Minneapolis	None		
Normandale	None		
North Hennepin	Architectural Tech.	X	
	Respiratory Therapy	X	
	Recreational Leadership	X	
Rochester	None		
Willmar	None		
Worthington	Therapeutic Tech.		X

** Shared with AVTI

ERIC Clearinghouse for
Junior Colleges
FEB 13 1987